

Educational Supplement

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Ted Hughes... founder of the Arvon Foundation

Hughes's house of inspiration

Last week, to Lumb Bank. That's one of the two centres of the Arvon Foundation, set up by Ted Hughes. He was born along the road, in a village called Lumb. Lumb Bank was once a millowner's house, dark stone standing on a crest of fields that career down to a river: a green cliff, steeper still, rises on the other side to a height that's somehow astonishing. It's halfway to being a green cliff. You look in one direction towards furtive cliffs - it's a coastal scenery without a sea - and in the other to where the hills stand among the trees, seeming themselves to be trees of stone. They're the great chimneys of the former mills, marvels of masonry. Their silence, and the general deep silence of the valley, always causes in my ears a ghost clamour to arise, the sound of the elegant activity that once filled the place, and that seems the more audible for being now so absolutely of the past. Here, every week for a long season, 16 would-be writers assemble in the

company of two writers less tentative. Over the years I've done half a dozen of these weeks, usually with Leon Garfield, but once with Penelope Fitzgerald. I think of them as my experience of teaching come to a head. The word teaching itself is wisely outlawed, for its narrower connotations, but the ideas of contact and accessibility and discussion that replace it amount to a definition of teaching in the widest sense - a warm and purposeful association of the more experienced with the less. There is, at any rate, the essential teacherly task of attempting rapidly to match products with persons. He, or she, produces this or that, and is, in physical or other terms - voice, posture, gait, as much history as you can gather - that or this. You add it all up, as best as you can, and on the basis of the total arrived at, attempt to make an intervention that shall be wholly valueless. The week is always exhausting, so I vow never to go again; and it always revives my original delight in the mystery of teaching.

You are, God knows how, useful. Members of the course write to say so, afterwards. Worried to death about getting it wrong, you have failed to get it right - who could do that? - but have amazingly avoided disaster by several miles. It involves, like all teaching, encouragement, and under-encouragement. And like all worthwhile teaching, it never fails to instruct the instructor.

Good Old Tom

This year the house was lost in mist, in which a rhododendron, a complete tree, made the most amazing bright hole, burgundy-red. I wasn't a tutor this time, but a reader. Chosen by the tutors, readers arrive for an evening, and simply read from their work. Leon and I dispensed with this tradition after our friend Russell Hoban appeared and upstaged us. Long after we'd gone to our sulky beds, Russell was the centre of a fanatically and audibly attentive circle of admirers. It just wouldn't do. We decided therefore to be our own readers, justifying this by reading from raw work of our own, and theorizing that to do so was to make ourselves vulnerable exactly as members of the course did.

I was invited to read last week by Anne Beresford and Thomas Hinde. Tom is a piece of evidence I lean upon when I wish to urge my theory that life is a soap opera, with a smaller cast than you'd think. That's to say, there seems to be a great deal of doubling up of parts. When I first knew him, in 1947, he had a walk-on role under his real name as Tom Chitty, an exploratory sort of teacher in a prep school in Hampshire. I was a fascinated misfit on the same staff. Disappearing briefly behind the scenes, he re-emerged as a distinguished novelist, Thomas Hinde. His first novel, *Mr Nicholas*, written when he was in his early twenties, is still one of the best studies of family relationships I've ever read. And there'd be nothing to say for an anthology of statements about the condition of being a headmaster's child (G Greene, M Arnold *et al*), if it didn't include extracts from his memoir, *Sir Henry and Sons*.

Some years later, I was myself doubling up as a part-time member of the staff of the Department of Education at York when Tom re-appeared in the quietly brilliant role of Granada Arts Fellow. (It was always recognizably the same actor.) Last week as we reassembled as Arvon tutor and guest reader, we recalled an evening that, says arithmetic, was 38 years ago; but, says the bemused spirit, was yesterday. Tom's father had sent his son a box of interesting bottles intended to back up his role as a young resident usher given to careful but correct entertainment of friends.

I've got it, you're...

We sat through the evening and much of the early morning in his attic room, talking about the ambition we shared, to be a writer. I remember Tom read from his commonplace book: much of which consisted of sentences from Jane Austen. Early on he opened the box his father had provided and produced the only glasses he could find, two cupacious tumblers: and we made our way, with absent-minded inexperience, through what had been meant to last an entire term. After which, Tom took me on his motorbike to the outer suburb where I lived, and I remember still the exhilaration, in those totally empty streets (it was 1947, and we'd barely begun to imagine the transport explosion to come, which would keep even the late-night streets busy), of being indifferent to the traffic lights that at that hour seemed to be muttering and tut-tutting into their own coloured beads.



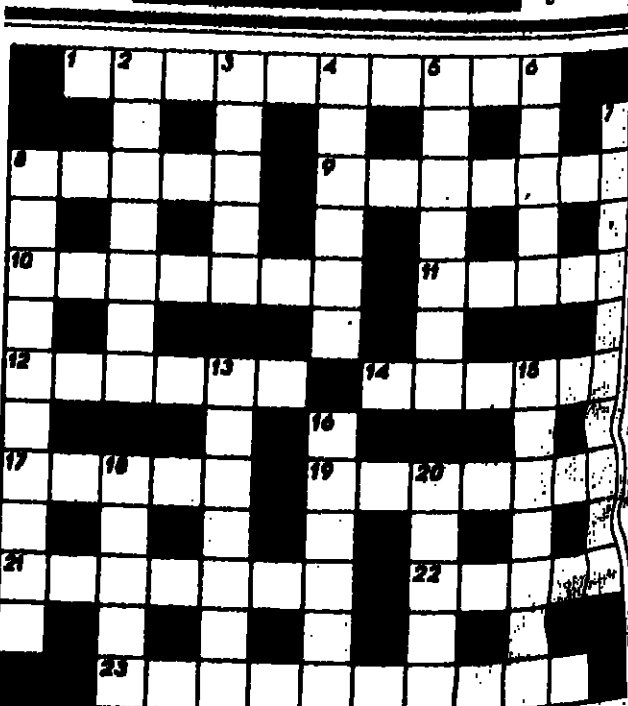
Charles Dickens... a suitable case for Victorian formality

The right Charlie?

Drifting among the cheerful informalities of modern literary address - all those Teds and Toms - I think how extraordinary they would have seemed to our Victorian forefathers. Specifically, how appalled Tony Trollope might have been if Bill Thackeray had spoken of seeing Charlie, and it wasn't clear if he meant Dickens, or Bronte.

Edward Blisshen

No 205 CROSSWORD by Rufus



Across

- 1 He's the first to take over (7)
- 5 Composer of unusual drive (5)
- 9 Put out of mind (7)
- 10 Really look on the... as a trial of ability (7)
- 11 Landing lady of the year? (3)
- 12 A trail that winds, there may be a catch in it (6)
- 14 Ring again to cancel (6)
- 17 Red Indian on the Missouri river (5)
- 19 Pandemonium... shifting in cargo (7)
- 21 Laughed at, that indeed is clear (7)
- 22 Be put back to bed, having gone into a decline (5)
- 23 College for rifle-men? (10)

Down

- 2 Fellow tripper, perhaps (7)
- 3 I'll be kept in by the back for talking too much (5)
- 4 Untidy arrangement that would horrify Mrs Grundy (6)
- 5 Line of defence that makes lawyers angry (7)
- 6 Singer gets the awkward note right (5)
- 7 Oil rig sited in a good position (4,4,6)
- 8 Their failure to work leaves one speechless (5,5)
- 13 Leave a university under a prohibition (7)
- 15 Give a subject a little, perhaps (7)
- 16 Who had ordered a seat on a Jumbo? (6)
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Heads may go onto short-term contracts

by Mike Durham

Conservative-controlled Solihull I.e.a. is to consider a policy of short-term contracts for head teachers, as part of a shake-up of its comprehensive schools. The proposal is to be made in a discussion paper by the borough's chief education officer, Mr Colin Humphrey, to a working party which is examining the borough's secondary schools.

The working party was set up after the collapse of Solihull's bitterly-contested plans to restore grammar schools and the 11-plus examination. An interim report has just been published.

Mr Humphrey's paper is expected to deal with a scheme for short term contracts of between three and five years, after which inadequate heads could face not having their contracts renewed.

Mr Bob Meecham, the Conservative council leader, who favours such a scheme, said the I.e.a. needed to bring itself into line with private industry where managers were always on fixed-term contracts.

He said: "A secondary school head has immense responsibility as a manager. But at present the likelihood is that he will stay in his job until he retires, whether he is any good or not. The private sector would never dream of appointing a manager on £15,000 or £20,000 a year on anything other than a short term contract. We should consider doing the same."

"With short term contracts we would be able to get rid of bad headteachers. If a teacher was good we would reward him, but if he was bad he'd have to go."

Mr Meecham said he felt it was right that headteachers who did not come up to scratch "would just have to look for a job somewhere else."

The subject is one of a number of controversial topics to be discussed by the working party, including the length and structure of the school day, the level of parents' support for school funds, and a model curriculum for the bottom 40 per cent of pupils.

An interim report just issued recommends limiting the number of O level subjects to 9 and dismisses the idea of "express" or "early entry" streams for brighter children.

Among other points it calls for better monitoring of mixed-ability teaching, more movement between banded pupils, and new procedures for suspending pupils. The report expresses concern at truancy and absenteeism in schools.

A spokesman for the National Association of Head Teachers described the proposal for short-term contracts as "totally unacceptable".

Technical books
The TES's special pages of reviews on technical books have been postponed until next week.



Fan foul on the Highbury pitch in March: emergency legislation may curb such behaviour at matches. But can schools do more to counter whatever it is that predisposes the young to such violence, Jean Lawrence and David Stead ask on page 25. See also Comment page 2.

ILEA guidelines dubbed 'sexist' by Charlotte, 9

by Julia Hagedorn

Charlotte Rosier, aged nine, had decided that the ILEA non-sexist guidelines are sexist and she has written to her headteacher to tell him so.

Last year, when the guidelines were introduced, boys and girls had to compete in the school sports day. Charlotte, from John Betts primary school, in West London, decided this was unfair, since boys of her age were faster runners.

So two weeks ago, she wrote a letter to the head which was signed by the 11 girls in her class. It said: "Dear Mr Joy, we girls of Class Three think it is unfair that girls should race against boys since boys are stronger physically, so this is sexist."

So far, Mr Joy has not responded to the letter. But her teacher, Mrs Dewey, agreed with the girls that it was unfair - as did the 19 boys in the class when it was put to the vote.

A compromise has been reached for the sports day, scheduled for June 10. The girls will have novelty races to choose from instead of having to enter the running race. One of them may be restricted to girls only.



Joe Boone

PEOPLE...

Ms Lindsay Stone, to be head of Bradlow Boarding School, Broadstairs from September. She is currently deputy head of Bradlow School.
Mr Abdul Q. Bux, divisional coordinator for multicultural education in Lewisham, to be head of Millfields Junior School, east London.
Mr J. Tither, head of Brentfield Junior School, Brent, to be head of Chater Hill school, Watford, on the retirement of Mr Vivian Allen.
Professor Gordon Beveridge, professor of chemical engineering and head of the department of chemical and process engineering at Strathclyde University to be Vice-Chancellor of Queen's University of Belfast from October, in succession to Dr Peter Froggart.
Sir Richard O'Brien, chairman of the Engineering Industry Training Board, to be a member of the Engineering Council.
Mr Kenneth Abrahamson to be director of the Imperial Society of Teachers of Dancing following the death of Peter Pearson.

CONFERENCES...

June 15
Association of Teachers in Tertiary and Sixth Form Colleges conference at Solihull Sixth Form College. The theme is *Coping with Change* with special reference to 16-19 education. Details from George Fothergill, Peter Synnott's College, Winchester.
June 15
Poetry Carnival UK: a meeting to discuss its future at the National Poetry Centre, 21 Eavis Court

Square, at 2.30 pm. Details from David Orme, Twyford School, Winchester SO21 1NW.

June 22
Health Related Fitness - a day conference at the Curriculum Development Centre, the College of St Paul and St Mary, Cheltenham, in cooperation with the Health Education Council. This is a repeat of the conference held in February. Details from Mrs Lynne Spackman, Curriculum Development Centre, the College of St Paul and St Mary, Cheltenham, GL50 4AZ.

June 28
This year's joint convention for sixth-formers organized by the six new south-east universities (Brunel, City, Essex, Kent, Surrey and Sussex) will be held at the University of Essex. The programme is designed to give sixth-formers and their teachers information about the individual universities and the specific subjects they offer. Details from the Admissions Office, University of Essex, Colchester CO4 3SQ.

EVENTS...

June 5 and 12
Two public meetings to discuss the Swann Report, organized by the York and District Community Relations Council at Vauxhall College Lecture Theatre, University of York, at 7.30 pm. On June 5 "Minority Religions in Our Schools" will be debated with Peter Doble and Ms Sitara Khan and on June 12 there will be a discussion led by Andrew Dorn on planning for anti-racial and multicultural education in North Yorkshire.

June 15
Anglo-Danish seminar on Danish

education at the University of Aston, Birmingham from 11 am to 4 pm under the auspices of The Midlands Scandinavians. Fee £5. Details from Mr John Groves, Headmaster, The Crestwood School, Kingswinford, West Midlands DY8 8QG.

July 1-3
Asymposium on "Adult Learning in Christian Churches" at the Centre for Adult Religious Education, St Mary's College, Strawberry Hill, Twickenham will be attended by representatives of Anglican, Baptist, Methodist, Quaker, Roman Catholic and United Reformed churches, as well as the British Council of Churches and Protestant and Roman Catholic European adult religious education associations. Details from Mrs Pat Bennett, St Mary's College, Strawberry Hill, Walsgrave Road, Twickenham TW1 4SX.

COURSES...

June 3-28
The Teaching of Language, Reading and English, a one-month course for the in-service training of teachers organized by the West Glamorgan Institute of Higher Education. Details from the Institute, Townhill Road, Swansea.
July 22-25
Centre for the Study of Comprehensive Schools study course on "Towards Good Schools: Sharing in Education" with David Harrington, John Evans, Bob Finch, Bryan Nicholson and Geoffrey Cooke. Details from CSCS, University of York, Heslington, York YO1 5DP, enclosing a stamped addressed envelope.

PUBLICATIONS...

All our Languages. A handbook for the multilingual classroom by David Houston aims to help teachers in multilingual primary schools who don't speak their pupils' home languages. The handbook has been piloted in 22 I.e.s. It is published by Edward Arnold and costs £4.25.
The 1986 Directory of the Black Research Workers' Network is now being compiled. Details and forms from BRWW, 46 High Street, Southall, Middlesex UB1 3DB. They would appreciate a stamped addressed envelope.

No 'affordable' deal in sight

The teachers' pay dispute now enters its eighteenth week. With the end of the summer term in sight, the end-of-May leavers gone and the exam season begun, the teachers still have no pay deal. It begins to look as if the 1985 and 1986 negotiations will become telescoped.

Sir Keith has restated the Government's refusal to countenance more than the 5 per cent now on offer for this year (page 12), and in setting out his requirements for a 1986 settlement he has shown that he still doesn't understand (or accept) that the kind of comprehensive deal he wants cannot be bought with the money which he has at his disposal.

The authorities' improved offer for the current year is still nearly 2 per cent below what is needed to keep up with inflation. And if, as reports suggest, the "extra" money envisaged for a 1986 settlement only amounts to another 2½ per cent, this simply is not remotely realistic, even as the first instalment of a phased programme.

The expectation must be that next year, as this, the Government will require local authorities to work within some such RSG figure as 3 or 4 per cent for their "normal" wage increases, so even with an additional 2½ per cent for a comprehensive agree-

ment on the terms and conditions of service, the eventual sum on offer is only likely to be marginally, if at all, ahead of inflation. If Sir Keith thinks this is going to be enough, he is living in his own very special cloudcuckoo land.

The fact is that the Government is boxed in just like other governments before it which have tried to run a wages policy. It becomes increasingly difficult to hold the lid down the longer the policy lasts.

The public sector, which bears the brunt of Mrs Thatcher's wages policy, is becoming increasingly hard to manage, as Mr David Bannett, the retiring general secretary of the General, Municipal and Boilermakers' Union pointed out over the weekend, when he urged all public sector workers to concert their efforts to break the Government's grip in relation to the 1986 negotiations. Unity in the public sector has been elusive up to now; it may not be achieved in 1986; but what is undoubtedly true is that NALGO is keeping a close eye on the teachers' dispute, as are the local authority manual workers. If a succession of disputes piles up, the Government will have its own winter of discontent.

The teachers' leaders have their work cut out controlling the dispute from day to day. They are

better at tactics than strategy. As in most major disputes, the outcome is uncertain. The dispute may not be one the teachers can win, but the teachers, by prolonging the agony indefinitely, may prevent the Government from winning either. There is still the probability that the teachers can make some sort of common front with the local authorities to campaign for a change of Government policy. The Alliance victories in the county elections have brought this nearer with the changes now taking place in the Association of County Councils (page 6). But the Conservatives' loss of control of the ACC has also diminished the political value of ACC support.

Of course, if the Government really is on the skids in the polls and at the by-elections, things might begin to look different with a Cabinet reshuffle and a new minister at Elizabeth House.

Undoubtedly if, for whatever reason, the Government did decide to climb down and meet the teachers half way, it would be easier for another minister to do this than Sir Keith. But it would be wise to resist the temptation to make Sir Keith into a personal bogey-man. His successor might prove to be just as tough, and might also be a better public defender of the Government's intransigence.

COMMENT

New law no answer

Lady Warnock reviews the pamphlet on *Education and Discrimination* by Roger Scruton, Angela Ellis-Jones and Dennis O'Keeffe on page 4. She doesn't find the definitions and analysis they offer particularly useful, but she recognizes (as everyone must) the obnoxious nature of biased education and the obligation on teachers (at every academic level) to resist it.

The evidence of bias mustered by the authors (and accepted without much critical examination by Lady Warnock) is still extremely sparse. This could be simply because it is difficult to get to the facts, but the case is weakened by the reliance it places on a few, by now, hackneyed examples of rhetoric. Dr Scruton and Co trot out yet again the egregious example of Mr George Nicholson, the IEA member who was given a watching brief over political education. But to anyone whose knowledge is based on anything more substantial than press cuttings, the remarkable thing has not been the political influence which Mr Nicholson has achieved but the professional way in which administrators and teachers in London have hidden out this particular tea-cup storm.

The authors of the pamphlet think Sir Keith's answer - his call to parents who think their children are being given politically-biased teaching to write to him if they cannot get satisfaction elsewhere - is quite inadequate. They offer, instead, a draft amendment to the Education Act imposing a duty on the I.E.A. "to provide an education which does not seek to indoctrinate", and giving parents the right to go to the courts for an order compelling the authority to look into any matter which may arise.

For this purpose, "indoctrination" would include:

(a) The presentation of material in the classroom which gives undue weight to one political attitude to the exclusion or virtual exclusion of any other, or which assumes the validity of a particular political position (our italics);

(b) The development of an ethos in the school such that the only opinions which a pupil can express without criticism are those associated or broadly associated with one political point of view;

(c) The presentation of contentious

political attitudes into the presentation of material that could be as well taught without reference to such attitudes.

If ever there was a rag-bag of ambiguities designed to make a fortune for the lawyers, here it is. Of course, you know what the authors are trying to do. But what a blunderbuss: is it "assuming the validity of a particular political position" if a teacher propounds - as fact not as hypotheses - the wickedness of anti-semitism or the blasphemy of racial persecution?

The authors realise that moral and religious education raise difficulties for their formula, but this still doesn't stop them trying to give these principles the force of law. It is because for many people, not just on the left and not just a few eccentric bishops, questions about racial discrimination are just as much issues of morality as of politics, that some I.E.A.s embark on the anti-racist policies which Scruton *et al* take exception to. Similarly, while they may reject the category of "socialist" justice as a meaningful form of justice, it provides many inhabitants of the Western world with what they would regard as an essential link between morality and politics.

And what of those provocative pedagogues whose deliberately espoused minority opinions stand out in one's memory against all the orthodox instructors and examination-crammers, whose they deliberately spiced otherwise dreary lessons with "contentious political attitudes" (sometimes totally irrelevant to the matter in hand)? Dr Scruton and his colleagues would have them sacked along with all those who, save the mark, might somehow be said to have contributed to a conformist "ethos".

Maybe legal drafting was not their forte, though one of their number admits to being a recently qualified member of the Bar. But, in any case, there is an awful lot of history against them, not to mention, as Lady Warnock notes, the current weight of Thatcherite higher education policy. The issue is not whether the schools should transmit social values which, they always have done so, and they always will and one way in which they do this is through those conscious and unconscious inflexions which teachers apply along with the subject matter of instruction and injunctions to good behaviour. The practical issue is much narrower than this: it concerns a limited range of explicit political propaganda, conventionally but not necessarily exclusively left-wing, and propaganda in support of some other

politics - peace (meaning non-nuclear defence) and anti-racism, embraced individually by some teachers and collectively by some I.E.A.s.

It is important to alert public opinion to the danger that these developments may lead to bias and unprofessional behaviour. But it is important also to note that there is remarkably little hard evidence that there is widespread malpractice, because most teachers understand their duty. The situation will not be improved by a bit more bad law.

Rituals of violence

The TES has no proprietary editorial explanation for the phenomenon of soccer hooliganism, nor yet any original macro-theory to explain the ghastly events in Brussels, last week.

Jean Lawrence and David Steed, writing on page 25, discuss the relationship between crowd misbehaviour such as violence on the football terraces, and disruptive behaviour in schools. The evidence they have collected supports the view that disruptive behaviour in schools has increased over the past 10 years - or at any rate, believe. They reject (wisely) simple explanations for this, but insist that behind the specific causes which turn young people into violent hooligans at football matches "there are general predispositions which give rise to [this] and it is upon those that the schools can and should have an impact".

Mercifully, the politicians and the media seemed to have been so stunned by the televised horror of Brussels that they have this time forgotten to heap all the blame on the poor old schools. Numbly by the deaths of 38 people, nobody has waited for the full report of what happened to rush in with blanket contribution condemnation. This is fair enough, given the dreadful English record of previous rioting, at home and abroad. Without attempting to mitigate the awfulness of last week's events, however, it is still important to get at the facts.

Where did the offending occupants of Z enclosure come from? How many of them can be identified from videos and photos? Can they be caught and punished like common criminals? What do they have in common? Were known gangs of Saturday afternoon trouble-makers in evidence? How widespread - and disruptive - was the



influence of the National Front and other extremist organizations?

It is clearly not enough to think in terms of bricks and mortar and wire barriers. Segregating opposing fans makes superficial sense, but if two sets of rival supporters cannot sit in the same enclosure without trying to cause each other grievous bodily harm, the situation is already desperate. To isolate rival groups of fans in wire cages and let them warm up for half an hour before the game taunting each other with obscenities, threats, war-cries and anthems, seems calculated to stoke up emotions to a fever pitch. The whole ritual is a travesty of sport and sportsmanship, a terrible and dangerous way of generating spurious excitement.

It clearly says something about contemporary England which impacts on schools no less than on the rest of society. And because schools are always making society as well as being made by it, the implications must be frightening for the future.

There are implications of a more direct kind in the Belgian decision to exclude English teams at all levels, including those from schools, colleges and universities. It may well be felt that this is an inevitable bureaucratic consequence of the criminal activity of others, but it must remain a matter of regret that the Belgians felt unable to distinguish between different levels of sport.

no comment

A ballot is currently taking place to decide whether the staff will take part in the national day of action.

From a recent report to the governors of a Hampshire technical college.

Ms Naybour is vice-chairman of the Parent-Teacher Association of Wales.

How I lost my UK blinkers

After attending the European Association conference in London, I returned having lost my UK blinkers. We strive to provide a close communication between parents, education authorities and the Government, valiantly attempting to do so by the use of a series of consultative papers, largely by the use of the good will of supportive spouses.

We were indeed envious of the many organizations with their own rights and government help, but the example which impressed us was the Swedish Union of Home School. Like the National Council of Parent-Teacher Association its objective is the promotion of understanding between parents, teachers, but it is partly funded by the Swedish Government and all have the right to form a home school association.

So great is the Swedish Government's commitment to the parental understanding of school, from 1985 employees will have days' annual paid leave to go to parents to spend time in the class with their offspring.

If such a suggestion were made, not a few eyebrows would be raised by politicians who would question cost, and by teachers, and yet the idea of encouraging parental involvement, repeatedly proved by educational research.

Better Schools addresses the position of the promotion of parental influence at school by increasing the number of parents on governing bodies and by an annual meeting with parents, but these changes do not go far enough.

If we are to pay more than lip service to what could be a cost-effective way of increasing education standards, parents have to know that their contribution is valued and we need genuine dialogue between parents and educationists at school, i.e. at national level. Parents should have the right to form a home-school association, thereby ensuring contact on a regular basis between parents, governors and those who elected them.

Parents' organizations could be represented on I.E.A.s and sub-committees so that there is a parental input into policy discussion, and some part of teacher training must be devoted to the value of liaison with parents.

So, finally, to funding. Lady Warnock's accusation of "pushy, middle-class parents" is familiar, unfair and untrue. Example - an unemployed steelworker rode 35 miles on a November evening to attend Croydon federation's annual meeting. However, until there is some government financial commitment to the promotion of parental interest in education, the attendance at conference by any one other than the affluent remains almost impossible.

All children need the support of their parents. Few deny our role as the first educator. We teach children to walk, talk and to reach that level of social behaviour where they become acceptable to the adult world. To fail to capitalize upon the potential value of a constant support of our offspring throughout school life is crazy.

IN BRIEF

Beating for peers

Opposition peers narrowly failed to ban the use of corporal punishment in state and independent schools during the committee stage of the Government's caving Bill this week. The Government defeated the peers' amendment by 117 votes to 99, a majority of 18. The Bill allows parents to exempt their children from beatings in school and has already been passed in the Commons.

Head 'insensitive'

The parents of four boys drowned off Lands End during a school trip have condemned the headteacher as "insensitive" after he offered them a refund for the trip - minus the cost of the two days the boys spent in Cornwall before their deaths. Mr Alec Askew, head of Stoke Poges County Middle School in Buckinghamshire, said that he visited the parents with the best of intentions and was unaware that the parents had just been called to Slough police station to identify clothing.

STOPP to act

STOPP, the anti-caning group pressure group, has warned Sir Keith Joseph, the Education Secretary, that it will report him to the European Commission of Human Rights if he fails to intervene in the case of a six-year-old Somerset girl "smacked" at school. The girl's parents asked the county council for an assurance that she would not be subjected to corporal punishment again following the incident last November.

Advice sought

The Government is seeking advice from the National Advisory Body for public sector higher education on which institutions should be included in the Government's engineering and technology programme. Over the next three years £45m will be made available to pay for more students to study engineering and technology.

Progress report

The 13 local education authorities taking part in the programme for low attaining pupils are to meet later this year to assess progress. Replying to a Parliamentary question, Sir Keith Joseph said the programme was in its second year and four more I.E.A.s. had been invited to join in 1985.

Japanese buy school

The Japanese School in Camden, which currently teaches about 500 children of Japanese diplomats and businessmen in London, is set to buy Cardinal Newman School in Acton.

The secretary of the Japanese School, Shuji Fihigihara, said that a tentative agreement over the sale of the school had been reached with its owners, the Roman Catholic Diocese of Westminster, which is selling the school to raise money for improvement to its other nearby school, Cardinal Wiseman, in Greenford.

The final details of the sale are now being negotiated and should be completed this month.

Last year, the Japanese School attempted to buy Faraday School in Acton, which was put on the market by Ealing Council, but were out-bid by the Saudi Arabian government, who eventually paid £4.5m for it.

Communist, but not left enough

by Bert Lodge

A member of the Socialist Workers' Party was returned unopposed as treasurer and the choice for other officers lay between Rank and File 83 and the Socialist Teachers Alliance "whose members are composed of either Trotskyists, Maoists, ultra left, hard left or near anarchist - some of them in the Labour Party".

The author, Dr John Marks, a physics lecturer at North London Polytechnic, says that in this year's elections for officers of the Inner London Teachers Association - the NUT's biggest branch - every candidate belonged to a group left of the Communist Party.

Summit may see Merridale ousted as ACC leader

by Mike Durham



Philip Merridale

Talks between Labour and Alliance local authority leaders over the next two weeks are expected to lead to the replacement of Mr Philip Merridale as education chairman of the Association of County Councils.

And with negotiations at an early stage, the person most widely tipped to succeed him is Mrs Josie Farrington, the Labour spokesman on the same committee.

This could be followed by a radical shake-up in the Conservative-dominated management panel of the Burnham pay negotiating committee, opening up the possibility of a non-Conservative majority and a Labour chairman.

A furious round of inter-party meetings has followed the final head count of delegates to the ACC after the May elections, which reveals that the Conservatives have lost their overall majority.

The ACC is now "hung", with the latest figures suggesting a Conservative group of 60 executive committee members, with 61 Labour, 30 Alliance and 12 independents.

Alliance leaders, who hope to hold the balance of power, have made it clear they would not support Mr Merridale as education chairman, but might welcome a Labour candidate instead.

Mr Tony Greaves, a leading Alliance councillor, told the TES: "The Alliance would veto anyone we consider totally unacceptable. In the unlikely event of the Tories putting forward Mr Merridale, we would use the veto."

But he gave a guarded welcome to the prospect of Mrs Farrington as education chairman.

The Alliance is unlikely to put up a candidate, because most councillors lack experience of the ACC. Until last week, only three Alliance councillors were members of the ACC.

Labour education politicians meet next week to discuss the pay dispute and Labour strategy on the ACC at the request of Labour front bench education spokesman, Mr Giles Radice.

The possibility of co-operation with the Alliance to exclude Mr Merridale is certain to be high on the agenda, although Mr Radice refused to speculate.

However, Mr Fred Riddell, education chairman in Nottinghamshire and Mrs Farrington's deputy on the ACC



Josie Farrington

education committee, said Labour would try to reach an agreement with the Alliance.

Mr Riddell is to nominate Mrs Farrington as education chairman on July 4 if talks are successful.

The new situation on the ACC leaves the strong possibility that Labour and the Alliance will outnumber the Conservatives on the Burnham management panel as a whole.

The chairman of the traditionally Conservative ACC education committee has usually been panel chairman and leader of the pay negotiations.

However, if the Labour-Alliance talks succeed, Labour could nominate either Mrs Farrington or Mrs Nicole Harrison, the education chairman of the Labour-controlled Association of Metropolitan Authorities, as the new Burnham management chairman.

Sandwich course doubt

by John O'Leary

An inter-departmental report, which has been substantially redrafted after disagreements behind the scenes, will cast doubt on the extent to which sandwich courses are giving value for the £36 million they are said to cost each year.

The RISE (Research into Sandwich Education) Report is expected to be published next week after three years of deliberations. Criticisms of sandwich courses both on grounds of quality and cost-effectiveness have been toned down considerably since a first draft was circulated last year.

Members of the committee involved with sandwich courses demanded changes, claiming that the whole tone of the report was hostile and the very existence of the sector was being called into question.

The final draft is guarded about whether the courses are meeting their objectives. The report says it is not clear how far the general satisfaction expressed by staff and students is justified.

It makes four main recommendations:

- Critical evaluation by institutions of placements to ensure suitability.
- Concerted efforts by institutions and employers to "secure the closest practical relationship between the academic course content and supervised work experience".
- Flexibility within institutions between sandwich and full-time provision.
- Greater awareness by employers of the potential benefits to them of sandwich placements and increased willingness to provide them - TES

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مركز الأهل

Teachers, politics and morals



Mary Warnock (left) finds the latest Conservative broadside against political indoctrination in schools defective in analysis, but adds her own warning against the abuse of professional power

The latest pamphlet from the Education Research Centre is devoted to the defence of education. The particular enemy it takes on is biased political indoctrination in schools and colleges. The authors claim to attempt conceptual clarification, rather than an accusation or a warning. But their practical intent is demonstrated by the draft amendment of the 1944 Act, included as an appendix.

As a defence weapon, they have chosen to deploy the familiar distinction between indoctrination and education. They accuse those educational philosophers who explored the distinction in the 1970s of pedantry and tediousness; and they do not wholly escape such charges themselves. But in more important ways I believe they were unwise to choose this particular dichotomy as a polemic tool.

Anyone attempting to clarify the dichotomy is open to the charge that one man's education is another man's indoctrination. If I supposedly neutrally wish to suggest to my class that Bach is as much worth listening to as Simon Le Bon, am I not seeking to impose on them my middle-class elitist values?

Scruton and his colleagues, being no fools, are aware of the dangers; and, having defined indoctrination by a set of five criteria, recognize that they have to show why it is that moral, aesthetic and religious education in schools (which they wish to defend) does not succumb to the application of these same criteria. For the first and most important characteristic of indoctrination is, they say, that subjects and courses are dominated by foregone conclusions; and that they are linked with a closed system of mutually confirming beliefs. The attempt to exclude moral and religious education

from the axe that might come down on them is contained in an extremely brief chapter, and is less than a success. They argue that people need morals and need religion, and therefore must be introduced to both, as a way of introducing a habit of thought. Might not the very same be said by those who wish, for example, to introduce the habit of thought which would lead to treating black people or women as the equals of whites, or of men?

In attempting to define education as a process quite distinct from indoctrination, the authors are led into areas of considerable embarrassment for those associated in any way with present educational policies. Perhaps this is an objection they would not mind. For, embarking as they do on disinterested conceptual analysis, they may feel invulnerable to charges of betraying Thatcherite policy. But it is certain that some of the requirements of true education which they derive from the distinction between education and indoctrination would sound far from musical in the ears of the authors of the Green Paper. For example, speaking of Marxist indoctrination, the authors say "Marxist politics is, characteristically, a politics of goals, for which everything is valuable only as a means, and never as an end in itself".

Again, they say that politicization fails because of "its lack of respect for all independent purposes, its failure to recognize that a healthy society contains many institutions, many purposes, which can be legitimated about a single purpose only by destroying a wealth of human satisfaction".

These words might well have been written by one attacking the new philistinism, the threat that all schools, colleges, polytechnics and universities shall in future be devoted to one "single purpose", or perish. The new ideology may appear to regard education as a tool for a particular use just as blatantly as does the "indoctrination"



The new ideology may appear to regard education as a tool for a particular use just as blatantly as does the "indoctrination" of the Marxists.

of the Marxists. The difference is that "indoctrination" wants education to be used as a means to social revolution; the new philistinism thinks of it as a tool for productivity. Educational autonomy and internal values are treated with equal derision by both parties.

But there is no need to enter any semantic minefields in order to demonstrate the wrongness of politicizing schools. We all know that there exists good education and bad education, and that both may come in a variety of different forms. Good education, whatever form it takes, must devote itself to satisfying the needs of pupils by equipping them for the novel circumstances in which they must live, and opening up for them intellectual horizons which they might not have envisaged if it had not been for their teachers. One kind of bad education (and there are others) is that in which teachers are motivated more by political goals - by their desire to change society as a whole, or to perpetuate an existing social hierarchy - than by an interest in the particular talents or difficulties of their pupils.

The authors of the present pamphlet have certainly shown that such bad education exists, and indeed that it is apparently encouraged within certain education authorities and teachers' courses. They quote an adviser to Berkshire's Multicultural Education Programme who says to teachers:

"Your commitment should be to justice, not to truth"; and the GLC member with special responsibility for political education within the IEA who likened his job to that of a "subversive campaign".

The authors point to the use of certain words in educational theory which have come to have narrowly political connotations: the word "schooling" is an example, which (for me at least) has a flavour of the stables. It suggests the training of young animals to be obedient, useful and disciplined, subject to rule, and without independent thoughts or aspirations. No one, they rightly suggest, is interested in the free values of education or in schools as places of liberation rather than of coercion would use the word. They point, moreover, to the dangers of neo-Marxist theories of the relativity of knowledge, according to which truth is whatever is in the interests of the dominant party to declare, for the time being.

Now it may well be that such ideology is more a question of theory than of practice. But if any teachers carry it from their training into their profession then they will be abusing their power. They will be guilty of engineering in their pupils the class hatred which is the most important criterion for indoctrination listed by Scruton and his co-authors. Moreover, if teachers think of their task as primarily political, they may alienate

parents and may themselves be distracted from what is the central aspect of their role, not, that is to go to the pupils to believe things but to show them how to do things they could do without the help of school.

It is true that teachers are faced with a problem. They must distinguish between the political and the moral and attempt to draw a line which cannot be drawn with precision. If they are obliged to urge their pupils to behave well in the classroom, playground and beyond, they must press on them the difference between right and wrong; but yet they must tell them that one political policy is right, another absolutely wrong, and so on. Most teachers do this best to draw this distinction, but they will get no help from the present authors. It will not be of any service to be told that they will be all right if they avoid indoctrinating people.

Perhaps they should remember that wherever possible to prefer the remarks with the words "I believe" a declaration of faith, whether religious, political or moral is influential, if non-exercive. The only drawback is that teachers must be seen to be according to the faith they profess. Each by example is the most telling demand of all.

Lady Warnock is Mistress of Glen College, Cambridge.

Classroom performance - key to appraisal, says HMI

A watching brief

By Bert Lodge

Watching a teacher at work in the classroom is an essential part of any appraisal scheme, HM Inspectors say in a report published this week.

It is also an essential procedure before decision is made about an incurably weak teacher, though the report stops short of making recommendations on dealing with this problem. Without reporting actual cases, it merely suggests "whatever other action is appropriate".

The Inspectors also suggest that much could be learned about appraisal from industry and commerce and from procedures abroad.

Appraisal of heads, deputies and heads of department should be even more rigorous than for classroom teachers. "Difficulties are not confined to teachers at the most junior levels".

The conclusions emerged after inspectors looked at practice in 80 primary, middle and secondary schools where some system of self-evaluation or teacher appraisal was known to take place.

While the Inspectors note there had been a great deal of experiment, they say there did not appear to be a fully established model of teacher appraisal

initiated by the local education authority and which followed the cycle of assessment, staff development and follow-up action as appropriate. "Thus, while events are now moving quickly, it is not yet possible in England to evaluate a mature system of teacher appraisal".

Summarizing their observations, the Inspectors conclude: "without classroom observation, appraisal will lack real evidence of teaching skills and provide little that can be built upon to secure improvement. Observation should be supportive as well as evaluative and pay attention to the direct effect of curriculum planning, organization and teaching on pupils' learning".

No appraisal scheme is necessary to identify the teacher who cannot cope, say the inspectors. "Such teachers are usually known." But it can be useful in helping them to recognize and overcome their problems. And if they do not succeed, "a fair and objective appraisal can best inform whatever other action is appropriate".

Besides training for those involved and a readiness to borrow from the practices in other countries, greater

recognition should be accorded to interested groups outside the school. "Parents, governors, employers and the wider community have expectations of schools and of individual pupils. These need to be clearly articulated and schools might do more to seek and consider these views."

Both at primary and secondary level, the effectiveness of whole-school evaluation - where the quality of provision is looked at - had flaws. In primary schools, "relatively few school initiatives can be identified as a stemming directly from the process of evaluation." And "quantifiable improvements in teaching and pupil performance were few". But the exercise did help staff to see what the priorities were for the next stage.

In secondary schools, evaluation made such demands on the time and energy of staff that some were reaching saturation point and losing interest. "The main advantages were the teachers' involvement in it and their commitment to it, which led to improved moral and increased professionalism. Quality in schools: evaluation and appraisal HMSO, £1.95

Classroom performance - key to professional skill, says HMI

Enter...superteacher

Classroom performance lies at the heart of a teacher's professional skill, according to HM Inspectors.

It has produced a paper which details all the elements that go to make a good teacher from the many HMI reports on schools since they began to be published in 1983.

The commitment of the teaching staff to a wide range of extra-curricular activities" is highlighted in a week when on a point of economic principle many thousands of teachers are refusing to do any at all.

"The value of these activities is immeasurable," says the report.

Ability to command respect, partly by the respect they show for their pupils is vital. This makes for class control which is also helped by a skilful matching of teaching style to pupils' needs.



Qualities difficult to assess quickly such as skills of observation, problem-solving and reference skills are neglected.

Other reports refer to a tendency to praise as very good what is actually work with serious faults and again marking which serves no diagnostic purpose nor offer encouragement or positive guidance to pupils.

The good teacher will be forever bringing his skills and knowledge up to date, say HMI. This need not be confined to local authority in-service training. Membership of professional associations, visits to other schools as well as school-based activities can all contribute.

Although it is just that teachers and schools are judged ultimately by the standards which the pupils achieve, this must be related to their background and abilities. "It is not enough to judge a school by its examination results since 'poor' results may reflect the school's entry policy rather than poor teaching while good results may be the product of an entry policy that ruthlessly weeds out any 'doubtful' candidates."

Bert Lodge

Education observed 3. Good teachers. Free from the DES Publication Centre, Canons Park, Honey Pot Lane, Stanmore, Middx.

Labour underlines HE pledge

by David Jobbins

The Opposition this week made its clearest commitment yet on higher education funding under a future Labour government.

Party spokesmen made it clear that Labour would honour the calls from the University Grants Committee and the National Advisory Body on Public Sector Higher Education for level funding in universities and more cash for the public sector.

Opening a Commons debate on the Government's Green Paper, the shadow education secretary, Mr Giles Radice said Labour supported the UGC/NAB advice on access, continuing education, student numbers and resources - and would provide the money for them to be met.

But he avoided giving a specific pledge on the extent to which Labour would restore cuts made since 1981.

After a generally low-key debate in which the number of MPs in the chamber rarely rose above 20, the Government defeated the Labour motion by 256 votes to 176. The motion had deplored the Government's "short-sighted and defeatist policy on higher education which, because it fails to match the nation's need for a sustained supply of graduates, for increased opportunities for continuing education and for high quality research, is a recipe for national economic, industrial and social decline".

Sir Keith Joseph, the Education Secretary, said the Government accepted that an important part of higher education should be concerned with learning for its own sake, but much was already directly linked to the economy.

"The Green Paper does not suggest

that higher education is merely an instrument for improving the economic performance", he said. "The Government would never suggest such a thing".

Insisting that plans for higher education must be seen in the context of a prolonged period of relative economic failure, he said: "I am certainly not putting the blame on higher education. I have to say that there is, however, no evidence whatsoever that recent expansion of higher education in itself secures economic success".

Sir Keith laid down his own criteria for assessing the value of higher education. "I believe that higher education is to be judged on quality. It can only properly be judged by quality, by excellence, by fitness of purpose, by scholarship, by research - basic and otherwise - by learning, by cultivation of the intellect and of maturity. THE

Stumbling block in science at 15

by Susannah Kirkman

Fifteen-year-olds find it difficult to apply scientific concepts in new contexts, according to a report by the Assessment of Performance Unit.

While most in this age group have basic science skills like reading simple scales and making straightforward measurements, they are often not skilled enough to carry out tasks such as interpreting data with experimental errors.

Yet the majority of pupils can solve a problem practically by setting up the conditions which will provide a solution.

The report also shows there is little difference in the performance of boys and girls in science, except in physics. Boys are noticeably better in applying physics concepts, particularly in the field of electricity.

But some of the differences could be due to the fact that three times as many boys as girls take physics. Biology remains the most popular science subject for girls, with almost twice as many girls as boys taking the subject.

To improve their ability to apply scientific concepts, the report suggests that fewer concepts be introduced, allowing more time for children to meet them in a variety of situations. And practical problem-solving should be an integral part of the curriculum so most pupils can be successful at science.

The report also warns that there is little point in providing balanced curriculum, which includes elements from all three sciences and is relevant to modern technology, if it is too demanding conceptually.

There should be more assessment of practical work to give pupils a chance to show what they can do. Traditional written exams testing pupils' grasp of scientific concepts are only appropriate for a minority, the report says.

APU science report for teachers: 5. "Science at Age 15", price £1, available from the Association for Science Education, College Lane, Hatfield, Hertfordshire, AL10 9AA.

Earnings limit raised without grant penalties

Students are to be allowed to earn as much as they can, starting next term, without deductions from their grant.

The Government announced this week that a top limit of £400 a year on earnings before grant is affected will be removed at the same time as the grant overall goes up by 3 per cent.

The new rates from 1985-86 will be £2165 for students not living at home and studying in London, £1830 for those not at home and studying out of London and £1480 for those living at home.

Postgraduate grants will be £3265, £2665 and £1960 respectively.

Contributions from parents will be increased in line with earnings with a proportionately steeper rise for those in the middle and upper range. Contributions will begin at £20 a year for parents with a residual income of £8,100 rising to £3,774 for parents with £25,000.

more than one child is a student. No parent of a single child who is a student pays more than the actual grant itself.

Up to £10,300 the rate is £1 in £7; then to £15,000 it is £1 in £5; and above £15,000 £1 in £4.

The minimum grant, currently £205 which used to go to all students of parental means, will be abolished but parents will not be expected to contribute towards tuition fees.

The new regulations are in line with Sir Keith Joseph's philosophy that students should make more effort to contribute to their own maintenance while studying, with their family also expected to bear more of the burden.

Among minor changes introduced by the Mandatory Award Regulations from September is that providing for all periods of training under the MSC Youth Training Scheme to be counted as self-support for the purpose of establishing independent status.

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Choir schools prosper from evensong

by Bert Lodge

A six-figure bequest from an anonymous benefactor will stimulate recruitment of boys to cathedral choirs.

It is understood the donor was favourably influenced after regularly hearing Choral Evensong on Radio 4 each Wednesday and after seeing a television programme last year about choir schools.

The sum, promised in the benefactor's will, has enabled the 38 choir schools to set up a trust fund to help with the fees of the 130 boys selected each year after successful voice trials from about 500 applicants. A further

£1,000 for five years has also been donated by the Schools Fees Insurance Agency.

Substantial funds already exist to help cathedral choirboys so that about two-thirds of fees - which may come to around £850 a term for a boarder - are already subsidized. But it has always been something of an anomaly that £1.5m now available is not divided equally among the schools.

While two schools, Gloucester and Lincoln, give 100 per cent bursaries others manage on far less. They are dependent on what is raised by Deans

and Chapters, friends of cathedral music, choral trustees and other bodies closely associated with the foundation of the individual school.

"This new money means that the trustees will be able to consider requests from parents no matter what school their son has been selected for," Mr Christopher Martin, head of Bristol Cathedral School and chairman of the Choir Schools' Association publicity committee, said this week.

The schools are hoping that the increased help with fees will widen the social background of choirboys.

Oxford graduates get welcome in Civil Service

by Biddy Passmore

Oxford graduates flooded the Civil Service last year, gaining 40 per cent of the places for high-flying administration trainees and no fewer than half of the places in the diplomatic service.

But some Oxford graduates who expected to walk into teacher training places were disappointed. The proportion going on to post-graduate certificate courses fell from 7 per cent to 5.6 per cent and the Oxford appointments committee remarks that "quite a few" were rejected, even more than in 1984.

The committee's latest annual report comments: "Motivation and aptitude for teaching are beginning to be

tested, at any rate by some institutions, and early application has become important." Most of those who complete the course do get teaching jobs, it adds.

Overall, unemployment among Oxford graduates remained low last year, at 6.2 per cent, a similar figure to the previous two years. Employers notified slightly more vacancies during 1983-84 - about 1,600 - than in the previous three years, but continued to be very selective in recruiting.

There were more vacancies in industry and more Oxford graduates - principally scientists - applied successfully for them.

and a special fund of around £600,000 has been set up to help the unemployed to study. Where their studies relate to work, a considerable number of students are sponsored by employers.

Other reasons why people turned down a place with the university included ill health, a house move, family changes, increased work responsibilities and unemployment.

More people find OU too dear

Half those turning down Open University courses are being forced to do so for cash reasons, according to a survey.

This compares with 26 per cent saying they could not afford the course in a 1982 survey. Before that the numbers citing financial difficulty had never risen above 14 per cent.

Half of the 1,500 people in the survey said they would have chosen a degree course, the rest would have

taken a single 10-month course as an associate student.

Six credits are required for a degree and students normally gain one a year at the current annual fee of £141. But attendance at summer school costing £94, plus books and other expenses, can bring the cost of studying for an OU degree to around £300 a year.

Financial assistance, with fees, is available to students on a means test

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Mike Durham looks at the local education authorities in the wake of the May elections

Hung, drawn and quartered

Power-sharing between Labour and Tory councillors in Bedfordshire will mean the county has no formal education chairman.

Instead, a chairman will be appointed at the start of every committee and sub-committee meeting, probably alternating between the major parties.

But the Alliance, which had hoped to control the balance of power, is likely to be excluded.

The elections left the council's Labour and Conservative groups with 29 members each and the Alliance with 14.

A Tory chairman and vice-chairman of the council have been elected but at the council's annual meeting, standing orders were changed to allow for rotating committee chairmanships.

The council was previously hung but Tory-controlled, so council officers do not anticipate any special problems with the arrangement.

The former Conservative education chairman, Mr Fred Barley, is expected to remain on the new "hung" education committee as Tory spokesman.

Because of the elections, the education department now faces a series of four special sub-committees and an urgency meeting before the next education committee on June 10.

A new system of decision-making is to be pioneered in Oxfordshire following the elections which left the county deeply split.

The Conservative education chairman, Mr John Clarke, is to remain in position. But as the council is no longer Tory-controlled, decision-making is to be delegated to a three-person sub-committee.

Important decisions will be delegated to an urgency sub-committee made up of one councillor from the Tory, Alliance and Labour parties.

The Conservatives are the largest single party with 31 members, Labour has 20, the Alliance 18 and there is one independent.

In Warwickshire, Labour councillor Mr Philip Blundell resigned as education chairman for 22 minutes before all the new administration resigned in protest at a Conservative appointment.

The "hung" county will now be without an education chairman until next week, when Mr Blundell is expected to be reinstated along with his Labour colleagues.

Labour will then control the county, which has been Conservative for 55 years, as a minority party administration.

No formal power-sharing agreement has been reached with the Alliance but there is said to be an "understanding".

Mr Blundell, a special needs teacher in Coventry, said Labour would attempt to run an open-government, centrist council.

"We are convinced there is enough

common ground to make progress, particularly in education and the caring services. It's a path that is fraught with danger and we understand that we shall be vulnerable."

Labour aims to open two nursery units which have been mothballed for lack of money, expand provision for rising fives, increase special needs teaching, and start and experiment in mother-tongue teaching.

It has also promised to end selection in two of the county's five divisions, Rugby and Stratford-on-Avon.

The Labour group has 24 councillors, the Alliance 10, the Conservatives 26, and there are two independents. Mr Little, the former Tory education chairman, lost his seat.

In Somerset, a new Alliance administration offered support to the teachers' pay claim, but later accused the NUT of breaking an agreement not to strike in the county.

The Alliance, the largest single party, took all the committee chairmanships and excluded the Conservatives. The new education chairman is an Alliance member, Mr Philip Eavis.

A statement supporting the teachers was passed, but the NUT later announced there would be a strike in the Bridgwater constituency of Mr Tom King, the employment secretary.

Labour councillors in East Sussex refused to back the Alliance, allowing the Conservatives to retain control by the chairman's casting vote.

The council is balanced with 35 Conservatives and 35 Labour and Alliance members. The new education chairman is a Conservative, Mr David Russell, a former naval officer. Mrs Joan Mont, former education chairman, was elected council leader.

The traditional domination of Cornwall by independents is over: county is now Alliance-controlled. Independent support and has declared support for the teachers' claim.

The new education chairman, Peter Cocks, a Liberal, said important issues would be the future of village schools and devolution of responsibility.

Selective schooling in Wiltshire now certain to be phased out following the elections, which left the Alliance in control.

A commitment to close the remaining two grammar schools, Bish Wiltshire and South Wiltshire, is part of a pact agreed by Labour and the Alliance.

The grammar school issue caused row among local Conservatives and to the "desecration" of the education chairman, Mrs Joan Mont, who was re-elected to the council as independent.

The new education chairman, Reg Coole, is an Alliance councillor. Labour and Tory groups in the county have combined to exclude the Alliance. Tory councillors abstained, allowing Labour to take committee chairmanships.

In return, the Conservatives are given more places on secondary school governing bodies.

The new minority Conservative Humberston council has been selected by a decision by Sir Keith Joseph, the education secretary, to approve a massive schools reorganisation.

The Tories took power from Labour, they believed, because of the opposition to the Labour-imposed plan.

But last week, Sir Keith ruled in favour of the scheme for tertiary education. Local Conservative leaders will now appear.

The new Conservative education chairman is Professor Arthur Pollack, former professor of English at Bath.

The number of disaffected young teachers seeking the help of university careers advisers has grown substantially in recent months. Report by Richard Garner and Hilary Wilce.

Looking for a way out

Demoralized teachers are trying to leave the profession in growing numbers according to evidence from university careers services.

Careers advisers are seeing more and more disaffected teachers. Some are assisting up to four a week, compared to one or two a year in previous years.

They also say they are seeing people who are doing well in their jobs, and enjoying them, who would not previously have thought of switching careers.

The advisers point out that they normally see very few graduates once they have embarked on a career. Although university careers services are open to graduates throughout their working lives, the bulk of clients are students or recent graduates.

The growing trickle of teachers coming through their doors must therefore represent much more widespread dissatisfaction in the profession, they argue.

Mr Bill Kirkman, secretary of the Cambridge University Careers Service, said his service had been contacted by 25 to 30 teachers in the last six or seven weeks.

"We always get the ones who have made false career choices but now we've got people coming who are basically enjoying it and doing quite well, but are seeking to get out because of their pay and conditions. The general message coming out is they like the job but they don't like working with limited resources and constant restraints."

Similar reports have come from advisory services at Manchester, Leeds, London and Southampton universities, and from Leicester Polytechnic. At Leeds, Mr David Cooper, a senior careers adviser, re-



Leaving school... some for good

ported seeing three teachers in one week last term and Southampton's careers adviser, Mr Roger Hammett, said there was a regular trickle of teachers seeking advice.

Low pay, poor promotion prospects, school mergers, education cuts and the current pay dispute are all blamed for the upswing.

Unfortunately, many want an alternative career with the same school holidays and on the Number 8 bus route.

Mr Cooper said: "My impression is of a total feeling of being unappreciated by Government and pupils alike. Low pay is simply a symptom of the same disease. There is a general feel-

ing of being under attack from all sides."

Mr David Chamberlain, education secretary of the Oxford University careers service, commented: "It is not just low pay and low esteem. It may be that their subject is being eased out of the curriculum or that their school is closing or they're losing their sixth form."

The kind of teacher most likely to consult a university careers advisory service will be in his - or more probably her - twenties or early thirties, on a Scale 1 or 2 post in a secondary school, maybe with a long-standing ambition to teach at sixth form level, but with little prospect of being able to do so.

She may well have had a recent conversation with fellow ex-students and been amazed at what her contemporaries-in-commerce and industry

earn. And she may have feelings of unease about the industrial action currently being taken by the profession.

"Most of the people I see are Scale 1 teachers with no prospect at all of a Scale 2 post," Mr Hammett said. "Most are under 30, and the majority are women. Many of them are domestically immobile."

Many also had unrealistic ambitions, he said. "They want an alternative career with the same school holidays and on the Number 8 bus route."

"The label of being a teacher doesn't work to their advantage when looking for a change of job. They suffer from their media image - people see them as belonging to a kind of disillusioned and rather starchy sub-culture."

Mr Cooper agreed that many teachers found difficulty in changing careers. "It has to be said that not everyone is looking for a 32-year-old teacher."

Many teachers are interested in jobs in marketing, advertising and personnel work, according to the advisers, but these are all areas which are notoriously over-subscribed. However, some computer software houses are now taking graduates without a computing background, and teachers with specific science or maths skills can find jobs in industry and commerce.

All the advisers pointed out that dissatisfaction with teaching also showed up clearly among students on Postgraduate Certificate in Education courses.

In the past students tended to drop out from these courses because of bad experience on teacher practice and fears of discipline problems in the classroom, they said. Now they were changing their minds because of what they saw and heard in the staffrooms.

ILEA plans for black governors in all schools

The leader of the Labour-controlled Inner London Education Authority, Mrs Frances Morrell, is planning to make every school and college have at least one black governor by next year. Even schools where there are few or no black youngsters will have a black governor.

Her proposal will be put to the Labour group on ILEA later this month and if approved, will then go through ILEA itself.

Mrs Morrell is planning a change of rules involving people co-opted on to the board by the ILEA because of particular knowledge or expertise. Under the Morrell proposals, some will be reserved for members of ethnic minorities. The changes would not affect nominations to governing bodies made by parents and unions.

Mrs Morrell says the plan is simply carrying out a policy decision taken by ILEA two years ago, that London schools and colleges should have a black representative on the governing body. The move comes after an ILEA survey of its own county schools. This shows that 57.6 per cent of children were White English, Scottish, Welsh or Irish, while 15.6 per cent were of Afro-Caribbean origin and 11.7 per cent Asian. But only 11.7 per cent Asian. But only 2.7 per cent of governors were Afro-Caribbean and 1.7 per cent from the Asian population.

Mrs Morrell said: "Our study demonstrates conclusively that black ethnic minorities are seriously under-represented in school and college governing bodies."

Governing bodies had to be multi-racial to represent the society in which we live, she said.

Alliance pledges pay support at ACC

Alliance councillors who expect to hold the balance of power on the Association of County Councils have outlined a policy of limited support for teachers in the current pay dispute.

Labour local authorities, on which the Alliance will depend to implement its policies, have announced they are to meet next week to formulate a strategy on the issue.

The Alliance, with 30 representatives on the ACC's executive committee, hopes to influence the association's education policy and through this, the course of pay negotiations on the Burnham Committee.

This week, Mr Andrew Stunell, the

ACC's new Alliance group leader, said teachers deserved an increase at least in line with inflation.

The Alliance will press the Government to release the money, by exempting i.e.a. budgets for teachers pay above 3 per cent from the normal grant penalties and rate-capping legislation.

Mr Stunell said this would be the first stage in a three-year programme to improve teachers' pay levels, along with restructuring of the Burnham Committee and the creation of a General Teachers Council.

The Alliance will press for a system of teacher appraisal and career development, worked out by an agreed set

of criteria, to be determined by the General Teaching Council.

It would also resist moves to lower the school leaving age, or to extend the influence of the Manpower Services Commission on local training schemes.

Mr Stunell said the Alliance hoped to hold talks with the teaching unions and carry out a county-wide survey among teachers to determine their priorities.

He said: "We would like to go to the Government with an agreed ACC-union position, so that the ball is firmly in the government's court."

The possibility of reopening talks would depend on the response the Alliance leaders received, he added.

Poser on deputies

Decisions by the country's two head-teachers' unions to admit deputies to their ranks must put a question mark over whether they should be allowed special representation in pay negotiations, it was claimed this week.

The issue was raised by Mr Fred Jarvis, NUT general secretary and leader of the teachers' side in negotiations, as his union called on all the others to join with him in urging ACAS, the conciliation and advisory service, to intervene in the review of teacher representation on the Burnham committee.

Outlining his plans for a review of membership, Sir Keith Joseph, Education Secretary, said he would expect to decide upon "significant representation" for the headteachers' associations "as now".

In a letter to Sir Keith, Mr Jarvis wrote: "My own union has a substantial number of headteacher members and other organizations other than the two headteacher associations also have headteachers in membership."

Under the present formula for membership, representation is weighted slightly in favour of headteachers' organizations - the NAHT with 21,000 members has two seats on the teachers' panel and SHA with 3,000 at the time of the last review has one while the Professional Association of Teachers, which at that stage was boasting 20,000 members, also has one.

Meanwhile, Mr Jarvis has launched an initiative to ask ACAS to conduct its own review of the membership returns to be given to Sir Keith by the end of June for the purposes of his review.

NUT withdraws strike exemption

by Richard Garner

The NUT has withdrawn the exemption from strike action that it gave to local education authorities who pledged support for the teachers' case for a higher pay rise.

All union branches which receive messages of support from their employers are now being asked to seek evidence from the I.e.a. that they have made representations to MPs to persuade the Government to change its mind on teachers' pay.

This week saw NUT members taking strike action from between one and three days in at least 27 local education authorities. The National Association of Schoolmasters' Union of Women Teachers staged selective strike action in 31 I.e.a.s.

In a bid to put pressure on the Government the NUT strike action concentrated - in some authorities - on constituencies represented by Conservative MPs. In inner London, for instance, teachers were on strike in the Hampstead and Highgate constituency of Sir Geoffrey Finsberg, and in the North Westminster constituency of Mr John Wheeler.

Next week will see an escalation of the disruption. The NASUWT has already decided to instruct teachers in 10 others authorities to take selective strike action from Monday. They are: Wolverhampton, Burnley, Rotherham, Trafford, Tameside, Bury, Ealing, Hillingdon, Croydon and Leicestershire.

Meanwhile, Mr Giles Rodin, Labour's education spokesman, announced a new initiative to try to find a peace formula to settle the dispute. He has called on all Labour local education authority leaders to meet him in the Commons next Wednesday to see if they can agree with a peace formula.

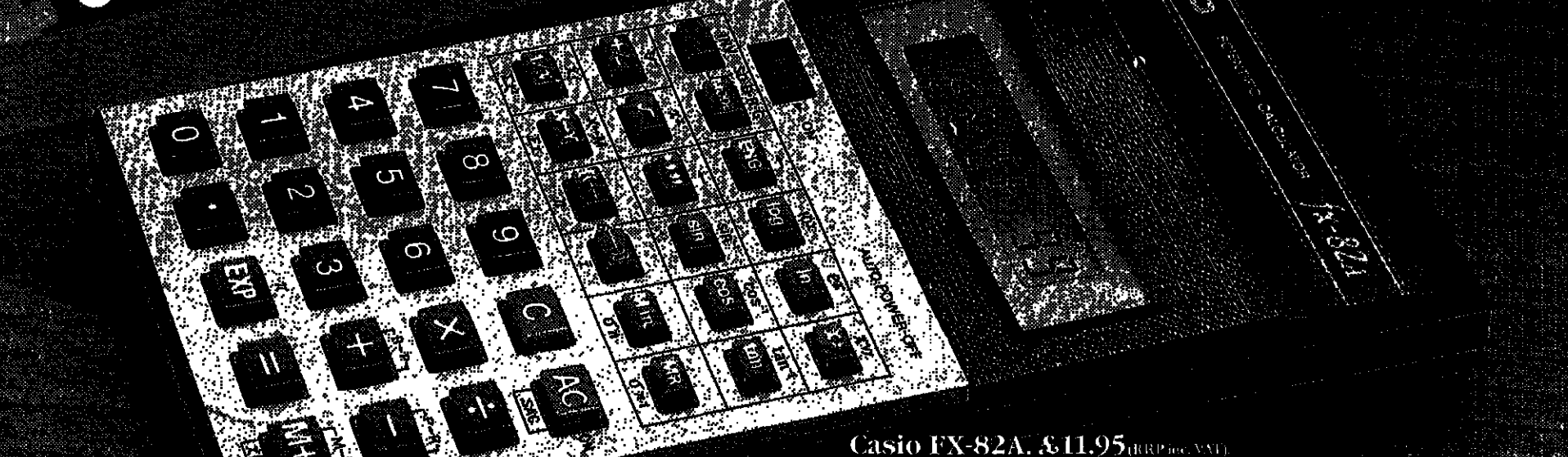
However, Sir Keith Joseph, told the annual conference of the National Association of Head Teachers last Friday that he had said his last word about any more pay for the teachers for this year's settlement.

He made it clear, though, that his statement of what the DES envisaged as a teachers' contract, issued two weeks ago - was open to negotiation and added that he felt it would be "tragic" if the dispute went on into the autumn term.

The executive of the Assistant Masters and Mistresses Association decided at a five-hour meeting on Friday not to ballot its members on any increased action "at this stage".

Mr Peter Smith, deputy general secretary, said the decision was likely to be reviewed before the start of the autumn term if the dispute was still continuing - but, with summer holidays approaching and examinations taking place, it was felt a ballot on industrial action would be counter-productive. The decision not to ballot had a two-thirds majority.

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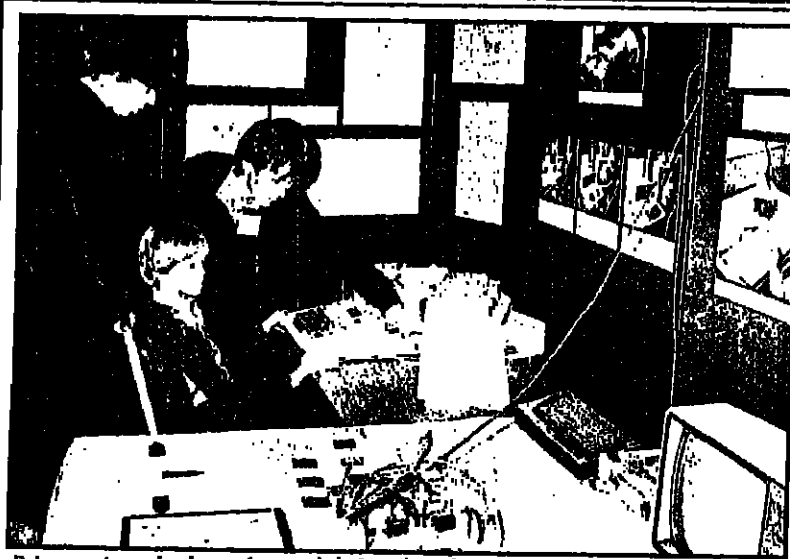
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Princess Anne looks at the work being done by a teacher and pupil at Ormeau School, Oxford, which is now a national centre for communication aids

Powerful help at hand for those with special needs

Andrew Fluck explains

First the bad news: your local SEMERC* is probably miles away. Since there are only four to cover England, Wales and Northern Ireland, it can be difficult to visit and view the aids or software they have. However, from that point onwards, the story is a happy one. All the SEMERCs now have a contact in every area, and you can obtain a good deal of free software through these representatives.

There are three staff in each SEMERC, which are located in Bristol, London, Manchester and Newcastle. We have each collected together a wide range of software suitable for special needs, and also many adaptive devices to make computers more accessible to our students.

In addition to these four collections, there is a Special Needs Software Centre in Manchester which develops programs exclusively for students with learning difficulties. David King, the co-ordinator, is organising a suite of materials based around the home theme.

Another centre in Oxford concentrates on communication aids, seeing children from all over the country and reporting on the microelectronic devices which can liberate them.

The SEMERCs themselves are a mobile resource. On forty occasions so far this year, we have taken our demonstration network of computers to teachers in the south east from Redbridge SEMERC.

This is a normal way of working for everyone, and does not include the many talks and courses we lead. By working in local authorities in this way, we are able to show teachers just how their students can widen the curriculum with microelectronics.

This generates hundreds of telephone calls and letters every month, which we respond to by sending out information and answers to specific questions. We don't claim to be all-knowing, but if we get stumped we can generally find someone who does know!

Like the rest of MEP, we try to promote the growth of good software and applications. A good way of distributing curriculum development stimulated in this way is through the publication of materials. It is a sad fact of life, so far, that publishers have seen only a small market potential for special needs software.

However, the emphasis is on us not to waste the effort many individuals have put into this work. So the Blue Files system is employed. Material in the files can be freely copied in this country for educational use.

Examples include a jargon-free, friendly data-base called Lists. Also a prompting word processor called Prompt-2, which integrates text input with the Concept keyboard. And a powerful gem called Touch Explorer allows this sensitive keypad surface to be used for virtually any teaching task. Many other good programs can be copied at your contact's address, giving addresses.

The technology employed is fascinating. Where else will you regularly see specialised and voice input? What other sector of the education community can dispense with the qwerty keyboard and allow children to get straight to the point - with a touch sensitive screen?

As one local inspector pointed out, these children require the most powerful micro, benefiting from the ranges of colours, sounds and peripherals. Visually handicapped students have to use talking computers, whilst the children in special care units get to grips with switches to control their environment.

The physically handicapped can use an adaptive computer to control all the software used in mainstream education - their restricted movements are translated invisibly into the complicated key depressions more fortunate peers require.

Some of the most useful documents you can find at a SEMERC are the core libraries. These list powerful programs which can be used by children with moderate learning needs in many situations. Versions exist for the BBC computer, and we have just prepared one for the RML 481Z. Other core libraries for severe learning difficulties and another for use in mainstream departments for learning needs are coming together. This gives only a snapshot of the material available at SEMERCs.

We aim to help teachers in special schools first, but can usually help secondary schools and colleges as well. In this area, we often get requests from occupational and speech therapists - and this is normally helpful, as are the many requests we are honoured by from abroad. The lesson might be that both the UK's and our collective expertise is beginning to drift into many other areas.

*SEMERC stands for Special Education MicroElectronic Resource Centre.

(Andrew Fluck is director of the SEMERC based in Redbridge covering the south east of England).

- Newcastle SEMERC Newcastle Poly. Coach Lane Campus, Newcastle-upon-Tyne NE7 7XA. 091-266 5057
- Manchester SEMERC Manchester Poly, Hatheridge Road, Manchester M13 0JA. 061-225 9094
- Bristol SEMERC Bristol Poly, Faculty of Education, Redland Hill, Bristol BS6 6UZ. 0272 733141
- Redbridge SEMERC Dane Centre, Melbourne Road, Essex. IG1 4HT. 01-478 6363
- Capital RIC
JLECC, John Ruskin Street, London SE5 0PO. 01-735 9123 x216
- Chiltern RIC
AUCBE, Endymion Road, Hatfield AL10 8AU. 0702 65443
- Eastern RIC
Chelmer Inst of HE, Victoria Rd South, Chelmsford CM1 1LL. 0245 356940
- G Manchester & Lancs RIC (+ 10th) Didsbury School of Education, 799 Wilmslow Road, Manchester M20 8RR. 061-445 0780
- Merseyside & Cheshire RIC
Liverpool Poly, 70 Mount Pleasant, Liverpool L3 5UX. 051-207 3381 x2531
- East Midlands RIC
Towers Library, The University, Loughborough, LE11 3TU. 0509 237398
- West Midlands RIC
MACE, Four Dwellings School, Quinton, Birmingham B32 1RJ. 021-421 6361
- Northern RIC
Resources Centre, Coach Lane Campus, Newcastle upon Tyne NE7 7XA. 091-271 0424
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- South West RIC (+ Channel Islands)
Bristol Polytechnic, Redland Hill, Bristol BS6 6UZ. 0272 744125
- South Yorkshire & Humberside RIC
EDC, Kingfisher First School, Coventry Grove, Doncaster DN2 4PY. 0302 63784
- West & North Yorkshire RIC
Queenswood House, Leeds Poly, Beckett Park Site, Leeds LS6 2QS. 0532 783437

Is there Software north of Watford?

Ray Templeton answers

The Advisory Unit for Computer Based Education (AUCBE), which at present houses the centre for MEP's Chiltern Region, has been involved in publishing for many years. Over the past few years, though, we have been able to expand our publishing activities and have built up a substantial and increasingly popular catalogue.

There is no drill and practise software here; there is nothing that can just as easily be done in another medium; every effort has been made to ensure that the user has flexibility, versatility, easy access and, perhaps most importantly, control.

An educational computer package should place the power of the computer into the hands of the learner. The Hertfordshire command language, a set of rules for a standard user interface has been a major component of our work to combine accessibility with power.

The 'O' family has its origins in the early 70s with the Query software, a general purpose information handling system, running on the Hatfield Polytechnic mainframe computer. Query was, in fact, made available to other users, but it was not until it was eventually adapted to run on a microcomputer (RML 3802Z), as Micro-Query, and published as a handy and compact package that it became more widely disseminated. Its successor, Quest (for RML 3804802Z and BBC 'B'), was originally produced for primary schools with cassette-based micros, but soon developed into a package powerful enough to rival its older sibling.

A recent survey has shown that these two are, by a long way, the most commonly-used information handling packages in schools in this country. They're used from early primary to 6th form, in subjects as diverse as history, geography, physics, chemistry, home economics and biology.

The 'O' family has also been extended and made more useful by many utility programs, the best-known of

work that has its roots in many years experience in the field. But AUCBE has not been slow to take on new ideas as well, and the past year has seen the publication of so many important and innovative packages.

Mostac (RML 3804802Z) is a powerful design package, although very popular in its own right, is sure to become even more so, more versatile mouse-driven version published. For teaching language comprehension in the primary as well as the secondary school we have a close, a flexible text-disseminating program, and to allow the use of a Concept keyboard with any Basic program we have Starset.



Quest-16, running on the Research Machine's Nimbus, should carry the program's name forward into the latter half of the 1980s.

AUCBE has collaborated with individuals and other organizations to produce a number of packages. In Stars, a local game for geography teaching, and EcoSoft for geography and environmental studies, etc.

Most significant though is Infotek, an educational viewdata package, which combines the CommuTapeware from the Nottingham ITC, an educational component designed to show how both on- and off-line data can be effectively used in school. Like the 'O' family Infotek applications in virtually all subjects.

As well as software packages we have always produced printed materials to ensure that teachers find ideas for using one of our packages in the classroom. CommuTapeware is a well-established example of this, and there are soon a number of small booklets concerning project files produced these any publications, and there is also the use of spread sheets in home economics.

Our own publishing and distribution methods - especially our popular lease licensing agreements - most effective for actually getting software into the hands of teachers. The number of teachers who know our software is proof of this, and also of the fact that we are giving the what they want and need.

(Ray Templeton is information officer for MEP's Chiltern region, based at AUCBE, AUCBE is a member of the National Publishers' Council.)

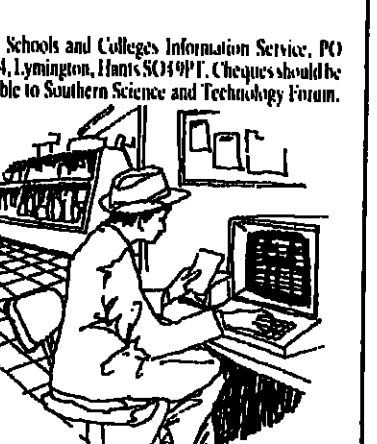
SPECIAL OFFER

MEP, in partnership with a number of organisations in the information technology field, has produced a series of posters describing the uses of microtechnology in society today. The posters are in full colour and are approximately 60cms x 85cms.

There is also an 84-page A4 teacher's guide. Each chapter in the guide develops awareness of the human, information and computer technology aspects of information technology. The first chapter *At Home with Information Technology* includes an introduction to the essential nature of all computer systems and is written with the teacher unfamiliar with computers in mind.

Other chapters deal with IT and communications, IT serving the community, energy supply, shops and banks, and travel. Each chapter also points to further resources that are available from a number of suppliers and gives a number of useful addresses for more information.

The poster set and teacher's guide is available to schools at a special price of £2 and can be obtained from



Just one of the many illustrations in the teacher's guide; this is from the chapter about IT in shops and banks.

What is MEP?

MEP is the Microelectronics Education Programme. Funded by the education departments of England, Wales and Northern Ireland, the Programme's aims are to promote within the school curriculum the study of microelectronics and its effects, and to encourage the use of the technology as a classroom aid.

To achieve these aims MEP works closely with local education authorities, examining bodies, professional associations and industry. It stimulates teacher training and curriculum development at both regional and national level.

MEP has a network of regional information centres across the country, where examples of relevant materials may be inspected and tried by teachers and where further information about the Programme's activities can be obtained. Their addresses are given below.

- Merseyside & Cheshire RIC
Liverpool Poly, 70 Mount Pleasant, Liverpool L3 5UX. 051-207 3381 x2531
- East Midlands RIC
Towers Library, The University, Loughborough, LE11 3TU. 0509 237398
- West Midlands RIC
MACE, Four Dwellings School, Quinton, Birmingham B32 1RJ. 021-421 6361
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- South Yorkshire & Humberside RIC
EDC, Kingfisher First School, Coventry Grove, Doncaster DN2 4PY. 0302 63784
- West & North Yorkshire RIC
Queenswood House, Leeds Poly, Beckett Park Site, Leeds LS6 2QS. 0532 783437

and, from Doncaster, Peter Avis agrees

The leas of Humberdale, Sheffield, Barnsley, Rotherham and Doncaster have cooperated to form RE-SOURCE.

The mechanism is fairly simple. The MEP regional centre acts as a publisher and disseminator for materials generated within the leas and as part of the MEP regional development. There are three main reasons for doing this.

First, to make cheap but good software available to schools; secondly, to ensure that teachers and leas producing software get it to a wider audience; and thirdly, to provide a flexible and supportive software support service.

From the interest shown in the first experiment it was obvious that we could provide an outlet to many people who wanted to see their materials published as long as it was done so that schools received it as cheaply as possible.

By June we will have 50 items in our catalogue and another 50 possible items which we could publish if they were subject to some tidying up and document writing.

We therefore launched seven national titles just before Christmas. These were: Birdwatch, Flower Search, The Castles Workshop, Control BASIC for the BBC, Light Detection, XH, BPS - a control language, IT in the secondary school.

In March we launched 15 titles: Library Census, Place Names, Display Data, Weather, Which Flower, My Word, CAGE, Language Programs, Road Safety, Adventure Text, Win a Line and Dartboard (Concept keyboard version), Routefinder, Primary Pen for the Spectrum. And later this month we will be issuing another 20-plus titles. If you'd like a catalogue do write to us at the MEP S Yorks & Humberside RIC.

There is a need for cooperative effort by both local and national organizations to help keep teachers and leas involved in the creation of materials. We need a mix of energy of national, regional and lea activities to continue the development process in the use of computers in education.

(Dr Peter Avis is MEP regional director for S Yorks & Humberside.)

Publishing Partnerships

Noel Whalley reports how MEP gets its software into schools

One of the least successful aspects of the introduction of computers into schools has been the lack of software in use in the classroom.

It has become fashionable to place the blame for this on commercial publishers who have produced expensive programs many of which are perceived as being inappropriate to the needs of the classroom. Whilst price clearly must have an influence on the disappointing level of sales achieved so many difficulties associated with pre-viewing material and problems of integrating software into existing patterns of teaching.

It was an early policy decision of the Microelectronics Education Programme to offer materials to commercial publishers. The reasons which underlay this decision remain valid despite the problems and criticisms.

The aim was to develop a partnership which would assist in the development of an educational software publishing industry. It was recognized that when central government funding ceased a software supply industry must exist strong enough to service the needs of the schools market if much of the effort which had been made was not to be wasted.

During the life of this partnership it was hoped that companies would become sufficiently confident to begin to develop development projects and to move away from traditional forms of publishing and embrace new technology themselves, licensing leas to make copies for their schools and providing software which could be supplied electronically and downloaded.

Much has been achieved although difficulties in pre-viewing, linked to fears of piracy and disappointing sales, have hindered progress. MEP has, throughout its life, made material

available at cost through its regional centres.

The Blue File programs have provided much needed software for the classroom. More recently it was felt that there was a need to establish a level of publishing between this and full commercial activity. A level of activity which would provide schools with good software which otherwise would not be available because it was not commercially viable or was too costly to be given away.

This intermediate level is being based on several of the regional centres. These centres, with their constituent leas, have the ability to produce good, robustly packed, software. They can also provide essential software support services.

They will serve schools throughout the United Kingdom and occasionally enter into agreements with commercial publishers who will take over the non-schools' rights and so share some of the initial set-up costs.

Regional publishing is beginning to thrive. It is helping to build that foundation of good material which will give teachers a sufficiently wide choice so as to enable them to integrate software properly into their classroom activities.

There is a clear need to see schools provided with sufficient software to allow such proper integration to take place. It is hoped that, despite the problems so far experienced, this will be achieved and that good quality appropriate material will be made available to schools through a combination of regional and commercial publishing and distribution.

(Noel Whalley is MEP's commercial manager and works closely with software producers.)

The Learning Machine

Godfrey Hall knows the work's been worthwhile

Danny is only seven years old. He is one of those children we all come across who hates putting pen to paper. So imagine my surprise when one day, out of the blue, he arrived with a story two pages long that he had written at home.

The reason for this sudden change stands in the corner of the room and goes under the name of 'Com'. In our case it's an RML 4802Z but for you it might be a BBC, a Sinclair, an Apple or a Commodore.

For many months Danny had had a total aversion to writing, due mainly to his fear of failure. But with the introduction of the computer, and subsequently a printer and word processor program, to the classroom things began to change.

Standing by the keyboard Danny is changed boy. Gone are the fears, for a new and enlightened world has been opened up - a world of electronics and moving words. Using the keyboard Danny will put in a few words or sentences he has written, then magic starts.

Instantly he begins to add more and more to the piece of work, reproducing his ideas on the screen. If it is difficult a little assistance from a friend or from me helps him out and takes him further. The end product is a printed out script that can be reproduced as many times as he likes.

It is clear and well presented and something that he is proud of. Ellen, a pretty little thing, is also an

under-achiever and finds writing difficult. But standing in front of the computer she will pick up any alternative.

Parents have been as amazed as I have with the difference in the attitude of their children to written work and the positive influence that the computer has had in the classroom. Many have spent time with me just getting to know the system and becoming aware of what their children are capable of.

We have used TX-ed in our machines, but this kind of work can be done on any computer using a standard word processing package.

The computer is quickly becoming part of our everyday life in the classroom and has opened up a new chapter in the lives of many children. Children who previously had little or no interest in reading or writing. Put into books which they have made, they can read their work together with their friends and they are proud of what they have achieved.

The computer is a learning machine without equal, and the revolution it has brought to education has been paralleled only by the introduction of the printing press. Let us be aware of its limitations but let no-one underplay its real value.

(Godfrey Hall is deputy head of a London primary school.)

Cut out and mounted the final result



They do, of course, derive satisfaction from seeing their programs being used in the classroom. If they so desire they can sell their programs to high-street publishers.

It takes approximately two months to complete the software production process from receiving the original materials to distribution of the finished pack complete with information leaflets, labels and function-key cards, etc.

The production process basically involves preparation of documentation to a camera-ready standard for subcontracting to a printer, preparation of a master disk for a commercial disc-copier, and bringing together both disk and documentation in a plastic wallet in quantities relative to orders received.

The second source of our software is that on which the copyright has been waived to the extent that it is freely copyable for educational use. On behalf of our leas we distribute such material, providing each with a master copy of the program and documentation which is then copied to all their educational establishments. We offer a disk-copying service to our leas, as

able from Ann Irving, Department of Library and Information Studies, The University, Loughborough LE11 3TU. You must send a self-addressed envelope at least 16cms x 24cms with a 24p stamp on it plus a further 50p in stamps.

Where microtechnology is involved it's a truism to say that curriculum material produced with one subject in mind will always find applications elsewhere. With this thought to the fore you might like to be aware of information files produced by two of MEP's national inset coordinators.

The first deals with communication and information systems. It describes, in detail, a range of classroom-use modules about handling information, a selection of workshop materials that can be used for inset or with students, a selective list of information skills software, a bibliography of additional reading and a list of useful addresses.

The CAIS information file is available from Ann Irving, Department of Library and Information Studies, The University, Loughborough LE11 3TU. You must send a self-addressed envelope at least 16cms x 24cms with a 24p stamp on it plus a further 50p in stamps.

These are described in the ECT information file which, as well as bringing together details of materials available from traditional suppliers as well as from MEP, also explains the approach MEP had adopted towards microelectronics and its place in the curriculum for all pupils.

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Richard Garner reports from the annual conference of the National Association of Head Teachers

Sir Keith says GCSE cannot be postponed

Sir Keith Joseph has firmly ruled out any delay in the introduction of the new General Certificate of Secondary Education examination next year.

The Education Secretary told last week's NAHT conference in Scarborough: "I want to make it clear there is no question of postponing the GCSE. The first courses would begin, as planned, in September 1986 and the first examinations would be taken in the summer of 1988."

He added: "We owe it to our children in our schools to bring in this important reform on time and to make a success of it. The representatives of the examining groups assured me earlier this month that they had no wish to postpone the new examination. I thank them for that assurance. It can be done on time. It will be done on time."

Local education authority representatives—notably the Association of County Councils—had asked for a year's delay because they did not have enough resources for the necessary in-service training of teachers.

Later, Sir Keith said that while he remained keen on merit and distinction certificates for GCSE candidates, he was "open to argument" and had yet to study the responses to the suggestion.

Earlier, the conference had decisively backed a call to Sir Keith to reject the introduction of the distinction and merit certificates. Mr Stan McEloughlin, from Northern Ireland, said it was "the introduction of an elitist approach."

"Only 3 per cent are recognized as qualifying for this," he said. "The achievements of the other 97 per cent would therefore be diminished."

Sir Keith faced hostile questioning from delegates after he had told them he could understand why they were "fed-up" about the disruption caused by the teachers' pay dispute and added: "You may say that words and sympathy are all very well but not enough."

There were cries of "heart! heart!" and "shame! shame!" and delegates were clearly disappointed when he reiterated that the Government was prepared to earmark "some resources" for teachers' pay next year—in exchange for a new contract.

Sir Keith criticized local education authorities for spending "more money than is necessary" on non-educational areas and failing to close schools in line with falling rolls. "Some resources are being spread over half-empty schools," he added.

There were some hisses when he accused teachers' union leaders of "being wildly irresponsible" in encouraging their members to have too high expectations of pay negotiations.

He made it clear he was seeking an agreement in principle on a new contract for teachers by October and he hoped his letter would provide "a realistic base for negotiation."

Afterwards, Sir Keith emphasized that he had said his last word about extra pay for teachers this year. On the curriculum, he said it was essential that what schools provided was fitted to the abilities of individual pupils.

"All of us are distressed at the reports we receive that teaching in far too many classes in far too many schools is being directed to the middle of the ability range of the class or group concerned," he added.



Talking heads: (top) NAHT vice-president Jim Leeke, (bottom left) Doncaster's Liz Faver, and Peter Baldwin of Chorley.

Community colleges favoured for over-14s

A radical re-shaping of the school structure to allow young people to be taught in community-style colleges from the age of 14 was endorsed.

The move would in effect mean emphasis on the school-leaving age of 16. Youngsters would have to make decisions about their future education and training until 14.

A motion calling for the Government to change the school-leaving age to either 14 or 18, was moved by John Swallow, ex-president of NAHT. He was not seeking a loss of the leaving age to 18 school-leaving age.

Logic and government are not inextricably linked in a 14+ phase of education and that may mean whatever new decision is made about an official leaving age there will be a watertight package beyond its ends damaging uncertainty for Mr Swallow said it might be to establish community colleges for 14 to 18 age range.

He went on to accept an amendment which removed all reference to the school-leaving age and instead, for a new preparation age 18 to be introduced.

Mrs Mary Metcalf, from the secondary advisory committee, a Government and Manpower Services Commission initiative, posed a threat of segregation at the age 14. She added: "We are in real danger of replacing selection at 11-plus by selection at 14-plus."

Mr Michael Pipes, chairman of the education committee, emphasized education package of three stages: ● First schools from 5 to 9 or 10 ● High schools from 10 to 14 ● Community college from 14 to 18



John Swallow

Appraisal 'not a means of weeding out the weak'

Appraisal schemes should not be used to remove struggling teachers, the conference decided.

Delegates overwhelmingly supported a motion pledging full support for the idea of teacher appraisal within the context of staff development.

The motion also deplored any suggestion that its purpose should be to remove the weak or failing.

The union's national council had sought to water down outright opposition to using appraisal for removing weak teachers in such a way.

But its amendment was defeated. Mr Derek Knight, moving the amendment, said a scheme which specifically excluded the removal of weak teachers "wouldn't make sense to society."

The branch representing Service children's schools in North West Europe—moving the original motion—told the conference that a pilot appraisal scheme was being discussed in West Germany and was supported by teacher unions.

Mr Gareth James said both heads and teachers were appointed on three-year contracts in these schools so that an appraisal increased anxiety about their jobs.

He added: "The unemployment scene is depressing enough without Sir Keith Joseph using appraisal as a tool to remove teachers from their school."

Lunchtime safety warning issued

Hundreds of headteachers are keeping their schools open illegally at lunchtime because of the lack of supervisory staff, the conference was told.

Mr Ken Brooker, from Inner London, told delegates: "Each and every one of you is acting illegally. Each and every one of you knows that at midday it is not safe for those children to be on the premises."

"If you still act illegally and keep children at school when you know it is not safe, then I am sorry, there is nothing the national council can do for you."

Mr Brooker went on: "If you think you are protecting children by keeping them at school in unsafe conditions, one of these days there is going to be such an accident and you will be the one that will be liable."

The conference agreed to launch a campaign to relieve heads of the burden of lunchtime supervision, but defeated a motion urging the leadership to advise heads they would be "ill-advised" to supervise on their own.

Mr John Woolton, for the national council, said that because of the Trade Union Act of 1984 there would be branch ballots if it was decided to advise heads they should consider closing their schools.

authority £34,000 per teacher to take them on again.

Mr Nadin, who said the 77 jobs were above and beyond that necessary to combat falling rolls, said rate-capping came from a Government with a "de-personalized supermarket mentality" which was turning the north of England into a desert.

Staying put
The conference agreed to resist attempts to make primary teachers move from being general teachers to becoming specialists. Mr Tim Gillham,

ing their schools because of budgetary supervision.

● A call for children who bring packed lunches into school to be charged 10p a day.

Mr Archie Eastcliffe, from the Leicestershire, proposing the 10p a day charge for children who bring packed lunches into school. A 10p-a-day charge would bring in £400,000 a year.

However, Mr Bristley Morgan, council member for Inner London, opposing the motion, said it would not be a charge for a school service.

The motion was narrowly carried.

from inner London, said plans to increase specialization were "not taken and misguided" and added he opposed the "doggedly utilitarian attitude of much of what is being said."

Cash demand
Headteachers should be given mandatory payments for any extra work stemming from the 1981 Education Act calling for the integration of children with special needs into mainstream schools, the conference agreed.

It carried a motion instructing the union leadership to press through a Burnham Committee for extra pay



John Swallow

Boys will be boys... at girls' expense

Hilary Wilce reports on a study of sex conflict in the classroom



Single-sex schools also have their disadvantages



Boys engage in mock fights to impress the girls

say things properly. You don't get time, so it comes out all wrong. They let boys work things out and we don't get fidgety. It's not fair. I always feel I have to hurry up."

Girls also said the boys took up too much room, leaning back in their chairs and sticking out their legs and elbows to be deliberately obstructive.

Outside the classroom, a range of aggressive behaviour by boys was described: "Sexually appraising looks, many types of threatening gesture, boys holding their noses when girls passed in corridors and pretending to talk to them in a very obvious way, imitating their steps and mock fighting to impress, all had their counterparts

in girls avoiding groups of boys if possible, sometimes without realizing they were doing so."

Language was often offensive. If girls spoke in class, boys commented "turn it off", "pull it plug out", "here it goes."

Of two groups of girls who were asked to write down the names boys called them, one group came up with 81 words, and the other 72, and only half the words from the two groups were the same. Many were "appalling, graphic and foul, creating images of women's bodies that are no less than pornographic."

There were also complaints of boys dropping items down girls' blouses.

crowding close to them in lessons and queuing, and shoving pens and rulers through the holes in the seats of laboratory stools when girls were sitting on them.

"Many girls complained that the teachers, oblivious to the reasons for a girl's apparently unprovoked attack on a boy, would then punish her and accuse her of being anti-social," says Ms Mahony.

Some newly-amalgamated schools and merged sixth forms have tried to cope by allowing girls to come to lessons late and leave early. Girls said this deprived them of lesson time. "If this work is worth doing, then we're missing out," said one.

"Co-education does not prepare girls," as one teacher said, "it batters them." But the case for single-sex schooling is not straightforward, she says.

Girls' schools can allow pupils more space, give them greater access to resources, and show them women in positions of authority, but they can also be poorly resourced and have narrow aims and objectives, she says.

And boys' schools do not appear to benefit boys to the same extent. While in mixed schools they might express their masculinity in their behaviour towards girls, "in the absence of girls they may resort to physical violence to achieve their position in the male hierarchy."

Ms Mahony, whose daughters attend a school which is soon to merge with a boys' school, says the root of the problem lies in the way masculinity and femininity are shaped by society.

"I don't want to be dogmatic. It would be Utopian to advocate a massive return to single-sex schooling. The problems have got to be tackled within the existing situation. What I do think is that everyone, in every kind of school, can do things rather better than they are doing now."

Among the strategies for change which she outlines are the formulation of equal opportunities policies, the use of single-sex groups and lessons in mixed schools, and the promoting of greater awareness by teachers of the problems.

Schools for the boys? Coeducation reassessed by Pat Mahony, published by Hutchinson at £3.95.

Staying-on rates vary

The London boroughs of Barnet and Kingston upon Thames top the league for the percentage of bright pupils staying on in full-time education.

Figures released last week by Mr Bob Dunn, junior minister for education, show that 95 per cent of their school-leavers with five higher grade O levels or their equivalent either stay on in the sixth form or intend to go on to full-time further education.

By contrast, fewer than 80 per cent

of pupils with this level of qualification stay on in the northern authorities of Tameside (Greater Manchester), Rotherham and Sunderland, and in the West Midlands district of Sandwell.

The figures are averages over the academic years 1980-81 to 1982-83 and were given in a parliamentary reply to Mr Andrew Bennett, MP for Denton and Reddish and Labour spokesman on further and higher education.

Proportions of pupils with 5 or more O levels staying on in full-time education in England

Averages over the Academic Years 1980-81 to 1982-83		Percent	
BARKING	84.4	BRADFORD	91.6
BARNET	84.9	CALDERDALE	89.5
BENLEY	89.8	KIRKLEES	90.9
BRENT	91.8	LEEDS	89.1
BROMLEY	88.0	WAKEFIELD	87.3
BROTHAM	88.0		
CROYDON	82.2	GATESHEAD	84.7
ENFIELD	92.0	NEWCASTLE-UPON-TYNE	92.4
HARINGEY	92.4	NORTH TYNSIDE	89.7
HARROW	92.0	SOUTH TYNSIDE	81.6
HAVERING	84.7	SUNDERLAND	79.9
HILLINGDON	91.5		
HOUNSLOW	91.7	AVON	88.8
KINGSTON-UPON-THAMES	94.9	BEDFORDSHIRE	85.7
MERTON	88.0	BERKSHIRE	89.9
NEWHAM	88.6	BUCKINGHAMSHIRE	91.9
NEWCASTLE	89.5	CAMBRIDGESHIRE	87.7
REDBRIDGE	90.0	CHESTER	87.0
RICHMOND-UPON-THAMES	90.0	CLEVELAND	81.7
SUTTON	93.8	CORNWALL	92.7
WALTHAM FOREST	92.7	CUMBERIA	85.7
		DERBYSHIRE	83.6
ILEA	92.9	DEVON	88.3
BIRMINGHAM	85.5	DORSET	88.3
COVENTRY	86.5	DURHAM	81.8
DUDLEY	83.0	EAST SUSSEX	90.0
SANDWELL	79.9	ESSEX	86.8
SOLIHULL	87.9	GLOUCESTERSHIRE	87.7
WALSLEY	82.0	HAMPSHIRE	89.0
WOLVERHAMPTON	82.0	HEREFORD AND WORCESTER	88.7
		HERTFORDSHIRE	91.6
KNOWSLEY	86.3	LIMBSIDE	82.2
LIVERPOOL	88.0	ISLE OF WIGHT	94.5
ST. HELENS	80.9	KENT	92.1
SEFTON	90.2	LANCASHIRE	83.8
WIRRAL	88.2	LEICESTERSHIRE	89.6
		LINCOLNSHIRE	89.1
BOLTON	80.7	NORFOLK	85.3
BURY	83.0	NORTH YORKSHIRE	89.1
MANCHESTER	83.9	NORTHAMPTONSHIRE	86.6
ROCHDALE	84.9	NOTTINGHAMSHIRE	85.6
SALFORD	85.6	OXFORDSHIRE	89.1
STOCKPORT	86.7	SOMERSET	91.8
TAMESIDE	76.0	SURREY	85.8
TRAFFORD	80.8	STAFFORDSHIRE	83.2
WIGAN	80.8	SUFFOLK	84.6
		SURREY	83.9
BARNESLEY	81.7	WARWICKSHIRE	92.4
DONCASTER	86.2	WEST SUSSEX	92.4
ROTHERHAM	77.0	WILTSHIRE	87.5
SHEFFIELD	84.8	TOTAL	87.9

(Source: School-leavers sample survey. Proportions are subject to sampling error.)

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Lack of support for youth year is condemned

by Jane Pickard

Organisers of the International Youth Year in England are angry at the lack of support it has received in this country compared with overseas.

They accuse the Government, local authorities and other groups of failing to come up with either the financial or moral support needed to make the year a success.

They are particularly disappointed at Government funding - which totals £250,000 over two years, including £115,000 for this year - compared with \$8 million earmarked by Canada.

Among local authorities, the Greater London Council, with its grant of £160,000, has been the most generous. Some councils in the North East, and Buckinghamshire and Bedfordshire and Manchester have given substantial grants.

But organisers say many of the 180 local groups set up round the country are getting nothing from local authorities, industry or voluntary organizations.

The idea for International Youth Year (IYY) comes from the UN, but it is up to the individual countries how they celebrate it.

In Britain, separate national committees have been set up for England, Scotland, Wales and Northern Ireland. The England committee organized local groups and a regional network with the aim of helping young people to help themselves.

They have ambitions to embark on a range of projects from setting up

housing co-operatives to advice centres and leisure activities such as renovating a canal barge or holding a festival.

But while such projects have got off the ground in some areas, in others it has proved impossible to make a start because of inadequate funding.

Government money goes towards maintaining a small office in Euston with four full-time workers. There is nothing left to go to the local groups.

Michael Cowcher, IYY organising secretary, said: "We don't want it sound as if we are winging it. But compared with the Year for the Disabled, there is none of the political commitment or feeling there was then that it was a really worthwhile effort."

"We realise that people find it more difficult to see youth as a separate section or a comprehensive group in their own right and people inevitably say 'not another year'."

Paul Weller, lead singer in the pop group Style Council and joint president of the IYY England committee, said: "International Youth Year has got a lot more support in other countries. I think the support from the media and others in this country has been disappointing."

The Government is already at loggerheads with the England committee after it organized a petition calling for a "fair deal for youth" on employment, housing, discrimination and nuclear war.

Sutton pressed to drop selection

by Mike Durham

Conservative-controlled Sutton, one of only four L.E.A.s to retain the 11-plus examination and a fully selective grammar school system, has come under pressure to adopt comprehensive schools.

The SDP-Liberal Alliance has put forward a plan for consultation over alternative schemes for comprehensive schools in the light of falling rolls.

At the same time, the local Campaign for the Advancement of State Education has come up with a survey which, it says, shows that a high proportion of parents are in favour of a change.

Sutton creams off a quarter of its children into selective schools while secondary moderns get the rest. Statistics show that it has a good record for examination results.

But an HMI "visit authority" report on Sutton two years ago was highly critical of many respects of the authority's education provision, particularly its low level of spending.

One point of contention is the authority's policy of filling surplus

grammar school places from outside the borough to avoid the effects of falling rolls. According to the Alliance, 40 per cent of grammar school places will eventually come from outside.

The Alliance has proposed two alternative schemes for comprehensive education. One is for a reorganization of 11-18 schools, and the other is a tertiary college system with 11-16 schools. The proposals are to be widely circulated in the borough.

Their report, called "A better education for all our children", says the Conservatives have not faced up to the issue of falling rolls. "Instead they have pursued a divisive and arbitrary approach."

Grammar schools have been kept open by importing children from outside the borough, while secondary moderns have been closed. "By proposing this one-sided closure policy the Tories have shown contempt for the 75 per cent of children who fail the 11-plus."

The Alliance is the second largest

party in Sutton and hopes support of parents in time for elections in May next year.

A separate survey by Sutton claims to show that a majority of three-fifths are in favour of the 11-plus examination.

Three-quarters of the 28 interviewed were against the importing of children from neighbouring boroughs to fill grammar places.

The survey claims that a majority of parents want the expansion of comprehensive education. Most wanted a new 6-8 school but a third want a fully selective system.

Ms Pauline Brennan, for CASE, said: "We would like to see an overall plan whereby the selective schools in Sutton are closed and replaced by a new system of comprehensive schools."

"We hope to show that the view of most parents of children in the borough."

Projects approved

College and polytechnic building projects worth more than £27 million have been approved for the next two years by the Department of Education and Science.

Approval of 46 major schemes has been announced early to help local authorities plan ahead.

Four schemes, in Knowsley, Durham, Gloucestershire and the London borough of Harrow, involve a move to tertiary colleges, in reorganization schemes approved by Sir Keith Joseph, the Education Secretary.

The projects in advanced further education were scrutinized by the National Advisory Body, which gave priority to science and technology, adaptations to suit new teaching methods, urgently needed renewal and replacement of defective buildings and money-saving rationalization schemes.

Harrow has been given permission to spend the largest sum of money: £1.5 million over 1986-88 on its tertiary reorganization. Knowsley's conversion of a former school to a tertiary college will cost £1 million over two years.



Conservative dentistry

Four Surrey schools have produced conclusive proof that the "mammooth" rained their now-suburban area about 40,000 years ago. Geoff Mitchell, 13, of Bishop Fox School, West Molesey, found the mammooth tooth in a gravel pit near his home. Their find has been verified by experts from the Natural History Museum.

Survey highlights lack of alcohol-abuse teaching

by Bert Lodge

Three out of four children are said by a survey to receive only a maximum of six hours of instruction about alcohol before they leave school at 16.

The Christian Economic and Social Research Foundation questioned 125 local authority advisers and more than 1,100 middle and upper schools about courses, materials and syllabus time relating to alcohol abuse.

The annual time allotted to the subject varied from 12 minutes to 90 minutes per pupil. The researchers report: "Educators and policymakers in the light of the dimensions of the question and its changing social importance have to decide whether these figures represent an adequate minimum."

The survey found considerable confusion about the best place in the curriculum to locate teaching on alcohol. In 56 per cent of comprehensives it was incorporated in the personal and social education core course.

Yet it was also treated in core health

education courses in 38 per cent of comprehensives. Of these 24 per cent also reported that it could be located in tutorial periods and in traditional curriculum subjects (RE, nearly 49 per cent, biology 37 per cent, social studies 26 per cent and home economics 1.5 per cent).

The report adds: "In the independent schools, generally smaller and with less resources than large state schools and with certainly different attitudes, the traditional subjects of RE and biology were the most highly favoured niches for alcohol education."

The survey shows that in all schools except the independents the topic of alcohol was least likely to be put in a framework of moral education.

A survey of alcohol education in the United Kingdom. Christian Economic and Social Research Foundation, 19 Bethell Avenue, Ilford, Essex. £2.

Research into women at work

A unit offering training and research into women at work has been set up by the Science and Technology Institute for Women and Technology with sponsorship from industry and the Manpower Services Commission.

It aims to examine positive action programmes and training schemes, and is already researching the costs and benefits of the career break.

College to fight closure

The College of S Mark and S John, an Anglican foundation and one of the oldest training institutions listed for closure, has embarked on a major political campaign for survival, writes Mark Jackson.

Its first step has been to hire a professional parliamentary lobbyist. But the college believes that its fate will depend largely on whether Church

Equipment from staff

by Richard Garner

Teachers are on average providing nearly £100 worth of their own equipment for use in the classroom.

In addition, they are spending a week of their own money for stationary and basic materials for the schools, according to a survey by the National Union of Teachers in Nottinghamshire.

More than 80 per cent of those who responded to the survey used their own equipment for lessons in school. This included cassette, records, video equipment, cameras and computers.

In all, 194 teachers in Nottinghamshire responded to the survey and revealed they were "hoping" £18,864 worth of equipment in their schools - which is 297 per teacher. Some teachers were providing equipment worth more than £500 for their school.

The survey also showed that more than two-thirds of the teachers used their own cars for the direct benefit of the school.

Merger makes unusual demands on split staff

The problems of teaching in Newcastle-under-Lyme Independent School which combines single sex teaching with a co-educational sixth-form are spotlighted by the Inspectors.

They say the arrangement - which represents a compromise after the merger of two former grammar schools in 1981 - is unusual and makes extra demands on the heads of department.

The report says: "Ensuring consistent approaches and extending the best practice in the teaching is made more difficult when members of staff teach in separate buildings, use different staff rooms and, possibly, teach in only one section and rarely visit the other site."

It adds that the long-term aim should be to have all but a minority of staff teaching in both sections.

But the school is said to be a good one and have many strengths - very able, well-motivated pupils, supportive parents, academically well-qualified teachers and friendly relationships. Recent O level results are described as "excellent" and some A-level results as "very good".

"Measured by these criteria, high standards are achieved," say the Inspectors. The best teaching was of a

Village College, near Ely, say Inspectors.

Along with problems of accommodation and transport, this means there is little opportunity to attract adults into community education other than those who can afford it and are highly motivated, the report says.

But standards of work in the school as a whole are said to be generally sound and in some areas good. Recreational facilities are well provided, always being fully stretched and a meagre educational diet for non-examination pupils in years four and five.

Major changes being made under a new warden are judged to form a sound base for the college's future growth.

Some shortages of resources are also noted by inspectors who visited Attleborough High School in Norfolk. But a new building programme, begun when the school went comprehensive in 1979, is said to have provided some excellent accommodation for the 700 pupils.

The school is described as orderly, congenial and caring, with good relationships within and beyond the classroom. Standards of work give cause for satisfaction and encouragement and resulted from sound teaching and the willingness of pupils to do what was expected from them.

Inspectors believe pupils would respond enthusiastically, if the school now implemented its policy of encouraging them to take more responsibility for their own work. They suggest the time is approaching for a reappraisal of the curriculum to co-ordinate some excellent innovations made by individual departments.

Cherry Willingham Comprehensive near Lincoln, is another school with "inadequacies" in staffing and resources but which gets a good write-up from Inspectors.

A small, rural school with only 485 on the roll, it has a less favourable pupil-teacher ratio than the national average - 17.4:1 compared with 16.1:1 - which, Inspectors say, makes excessive demands on staff. Deficiencies in resources meant that departments had to practise careful husbandry to meet essential needs.

But the school offered much to encourage pupils to fulfil their potential in a broad and balanced way. Commendable efforts were being made to put to the best use what staffing and resources were available.

In Hogthorpe County Primary, Skegness, standards of achievement in literacy and numeracy are "generally satisfactory" and there are said to be serious endeavours to apply these skills to everyday problems and other areas of the curriculum.

A broad curriculum was attempted, although there were some less successful aspects with respect to music and physical education, the report said. It was now timely to coordinate the best of the practice.

Mosley-cum-Inworth primary, Colchester, a village school with 22 pupils, placed appropriate emphasis on literacy and numeracy, Inspectors said. A major strength of the school was the flexible grouping of children between classes, the careful grouping by ability within classes and the close attention given to individuals and their progress.

Resources and equipment at Harmondsworth Primary, Hillingdon, were capable of supporting all areas of the curriculum, say Inspectors, and the school has spacious, well-kept accommodation. In fact, there is said to be a considerable amount of mathematics, science and geographical material lying unused.

Levels of attainment in reading, writing and mathematical computation were reported to be generally satisfactory. But Inspectors say there was much to do in art and craft, religious education and topic work.

They add that the level of pastoral care was high and that the school had reason to be proud of the children's conduct and involvement in the school community.

NEWS

Ulster 11-plus tests 'unjust'

by Carmel McQuaid

New evidence showing the two annual 11-plus tests in Northern Ireland to be "unreliable", "invalid" and "unjust" has just been presented by an academic research team.

Sociologist Joe McCormack and psychologist Dr Brendan Bunting, both from the University of Ulster, along with Professor Willem Saris from Amsterdam University, claim the tests vary so much as to be a partly random way of placing children at second level schools.

At a recent conference of the British Psychological Society, in County Antrim, the academics outlined how an experiment in which 47 11-year-olds, all from one school, took the six 11-plus tests used in 1982, 83 and 84, and showed that those with the level of ability which ought to mean a pass in the 11-plus, actually showed a strong chance of failing.

In fact, the results and the performance fluctuated so widely, Mr McCormack said he was forced to conclude that "when it comes to getting near the pass mark you may as well pick their

names out of a bucket". A child who should easily pass, had a one in five chance of failing, he said. For those with a more marginal ability, the failure risk was even higher - one in three. Where pupils' real ability lay very close to the cut-off mark, the likelihood of incorrectly getting a fail mark was over 40 per cent.

Swings from one end of the scale to another were not uncommon, the researchers noted. One pupil who achieved 124 in one year's test dropped to a poor 78 in the next. In a single test a child who emerged from the first paper with 37, in the second doubled her marks to 74 - which could be a pass.

Another demonstrated an even more remarkable variation, with 32 in the first paper and 71 in the second. "If the first is largely invalid, a lot of children are being misplaced each year. Pupils who are being passed should have failed and vice versa," Dr Bunting said.

"There is always going to be some error - but how much error are you

going to tolerate when you are playing with other people's future?"

Dr Bunting argued that if the test is going to be used, the Department of Education has an obligation to make sure they are reliable and valid. "Steps could easily be taken to improve them - by simply making them longer, and by ensuring none of their material was idiosyncratic. The results we have acquired speak volumes and we have now given the department our figures. If there is something wrong in our small sample, they have other figures which point to a similar conclusion."

While the 11-plus crisis controversy continues to rage, proposals for the new 16-plus GCSE exam have attracted similar objections.

A report to the Northern Ireland Assembly education committee, has criticized the suggested "distinction" and "merit" certificates as "elitist". The committee chairman, Mr John Cusack, said no case had been made to justify why certain subjects in the consultative document had been rated higher than others.

Call for re-think on bilingual pupils

A call for a radical change in attitudes towards bilingual children was made by Mr Michael Marland, head of North Westminster Community School, at a conference in Essex.

Mr Marland said: "It should be tautologous to speak of multilingual education; any full education should be for the multilingual world we live in."

He outlined a 10-point programme for bilingual learners which would have relevance for all pupils. It included:

- Broadening the curriculum to a languages foundation course with non-European languages;
- Inter-relating English as a Second Language teaching with foreign and mother-tongue teaching;
- Complementing any community teaching of mother tongue with teaching in school; and
- Experimenting with teaching through the mother tongue.

Although he praised the Swann Report for its general attitude, he found it weak on its approach to languages. It was wrong to divide mother-tongue maintenance from mother-tongue teaching.

Mother tongue should be maintained and taught in schools as well as in the community. Schools should play a bigger part than the Swann Report recommended, Mr Marland told the conference in Chelmsford on the development of South Asian language teaching.

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مكتبة الأصل

TUC to marry education and training

Education is to be brought into the forefront of TUC activity in a reorganization to be announced this autumn. It will join training as a central responsibility of the TUC's most influential arm, the organization and industrial relations department.

The change reflects both a recognition that education is a major issue in the economy and the growing involvement of the unions in educational matters through their participation in the Manpower Services Commission.

Until relatively recently, education has been regarded as marginal by the unions, and left to a small department within the programme of trade union education for the movement's own members.

But the arrival of the Youth Training Scheme and other programmes which link education with training have placed big new demands on the department and brought its activities into the mainstream of TUC affairs.

For the past few years the TUC has had to arrange regular joint meetings with its education committee with the employment policy committee, responsible for training matters, to handle the issues raised by the new programmes and by MSC involvement in the education service.

But with the promotion of the TUC's education secretary, Mr Roy Jackson, to become deputy general secretary, the TUC has decided it is time to change the whole structure.

The education committee, which is at present headed by Mr Clive Jenkins, is to be replaced by an education and training committee, whose chairman is likely to be Mr Fred Jarvis, NUT general secretary.

The education department will disappear, to be replaced by a small trade union education department. The staff who deal with general education, under their head, Mr Ray Carberry, will move to the organization and industrial relations department, where they will function as a new autonomous section.

The head of the department, John Monks, 39, is regarded as the union movement's high-profile figure in the electronics industry. He has been TUC in 1969 and has been official representative for British TUC's representatives on the Commission and for dealing with the Commission's top officials.

Ex-blacksmith who hammered ideas home

Mr Leslie Kemp, the one-time apprentice blacksmith who forged Britain's most powerful industry training organization, retires next month.

He leaves the chairmanship of the Construction Industry Training Board in triumph, just as his own once-heretical notions of youth training are being implemented by the Manpower Services Commission nationwide.

Three years ago the MSC was preparing to launch the Youth Training Scheme around a visionary new concept of the proper objectives of foundation training. Broad-based vocational preparation leading to transferable skills was the only formula which made sense, it claimed, in an era of economic turbulence and in a scheme which could not guarantee that trainees would end up in the industries providing their training.

So confident was the Commission that it was right that it made that approach a condition for employers' participation in the scheme; and everybody who was anybody in the training and vocational education field seemed to agree - except Leslie Kemp and his associates at the time.

They insisted that young people would be wasting their time if they did not learn to do at least one job properly, and that they must be given a chance to acquire recognized and certified occupational skills in at least one trade, whether or not they ended up having to do something else.

Mr Kemp told the MSC that if it wanted the construction industry to take part in YTS, the board must be allowed to run the training by its own lights.

He said so publicly and very loudly adding a new confrontation to a series of bitter rows with the Commission over the years. It is unlikely that the Commission's officials would have accepted that sort of ultimatum from any other group in industry, but from the CITB it had to.

The board was offering around 20,000 YTS places, at a point in the run-up to the scheme when the Commission and the Government were intensely worried that they would not find enough employers to make the plan work.

And the MSC's officials knew there was no way of getting construction



Leslie Kemp

employers to cooperate without the board - a massive training empire built up by Leslie Kemp which employers trusted and were prepared to subsidize heavily out of their own pockets.

So an embarrassed MSC quietly told Mr Kemp that it was prepared, nominally for the first year of the scheme only, to bend the rules for the construction industry.

By the time that first year was over, the Commission officials had learned, from the comments of trainers, trainees, and the CITB, that they were wrong and the insubstantial ex-blacksmith understood better what was needed.

The plans for the two-year YTS are firmly based on providing specific occupational training.

Mr Kemp, a full-time union official before he joined the board 21 years ago, has a number of outside business interests.

His successor is Mr Derek Gaultier, a barrister who is - and will remain - director-general of the Federation of Civil Engineering Contractors. Mr Gaultier, whose style is considerably less flamboyant than Mr Kemp's, is a leading member of the CBI.

'Rival' for certificate

Details of the Business and Technician Education Council's controversial new 17-plus vocational qualification were announced this week. It is to be called the BTEC First Certificate and diploma.

BTEC's decision to introduce a new low-level qualification just as the 17-plus Certificate of Pre-vocational Education is getting off the ground has been criticized as incompatible with the council's commitment to the rationalization of the post-16 examination structure. Many teachers and trainers expect the new certificate and diploma to be a rival to the CPVE.

This week's announcement admits that students will be able to take either the CPVE - which it administers jointly with City and Guilds - or its own new award as an entry qualification for BTEC national certificates and diplomas.

But it argues that the First will also provide an acceptable vocational qualification for youngsters already in or entering employment.

BTEC also suggests that students who do not do well enough in CPVE to meet the entry requirements for the existing vocational courses can instead take a First course. And then, if they wish, they can go on to study for a BTEC national, with some CPVE results serving as credits for the First course.

Details of the curriculum for First courses which will be offered to students from September of next year will be announced later this summer. The council's curriculum will cover business and finance, distribution, and public administration - but courses in other areas will come later.

No O levels or CSE will be needed for entry to the new courses, but who would have been likely entrants for the former BTEC general in business studies - a course which everyone thought was going to be subsumed into the CPVE.

BTEC is anxious to point out though that CPVE is the better bet for those students who would have used BTEC general as a broad-based general education rather than as a vocational course.

Two-tier rate planned for YTS

by Patricia Santinelli

Young people entering the proposed two-year Youth Training Scheme will receive differential weekly allowances and minimum off-the-job training, according to plans prepared by the Manpower Services Commission.

It says there would be a basic rate for the first year and a higher rate for the second. The current one-year rate is £26.25 and the Government has refused to raise it to £30 a week.

The details are contained in a paper outlining a possible framework for the scheme, which has been circulated to all the Area Manpower Boards.

In the case of each rate of allowance credit would be given for relevant achievement and qualifications gained prior to entry. Managing Agents will be able to raise the allowances to their own chosen level provided they do not expect to receive additional payments from the MSC.

The period of off-the-job training, which is part of the criteria that would be set nationally, is likely to be 20 to 26 weeks during the whole two years. This compares with the 13 weeks laid down for this present one-year YTS.

The paper does, however, make clear that some features of its model proposal could not be introduced by April 1986.

As far as the funding of Managing Agents is concerned, the MSC prop-

oses the introduction of a basic weekly grant set at either £150 to £180, would cover the trainee allowance, well as the costs of training. There, however, be some flexibility in grant to be phased in a different way.

On top of this, the Commission wants to ensure that the scheme meets training requirements of young people with special needs and provide a place for all eligible young people, it will pay an "additional grant based on training needs and localities."

However, the Commission says that agents will need to make their own arrangements for contributions towards the costs of the programme from sources other than the MSC, as their own resources. They are forbidden to seek contributions from young people or their parents.

The MSC confirms that 16-year-olds will be eligible for two years of the scheme and 17-year-olds only for one year. But young people would be given a training agreement detailing the status and spelling out their rights and responsibilities, including the provisions which they are entitled to.

The Commission also reiterates that the scheme will provide linkage credit transfer not only to other post-16 courses within the scheme but also into and from other educational programmes. *THE TIMES*

'Watchdog' boards may be given greater powers

Area manpower boards, the representative bodies set up to oversee the YTS, may be given real watchdog powers over the new version of the scheme.

It is widely accepted that the boards have been little more than rubber stamps until now, with virtually no influence over national decisions on the YTS and no real control on the actions of their local MSC officials. Now the MSC is suggesting to a steering group reviewing the role and structure of the boards that they could be given a formal right of consultation on national decisions.

The group is also considering recommending that boards should be able to override local managers, subject to a right of appeal to the chairman of the Commission.

Edited by Mark Jackson

NEWS

UK well advanced on sex equality - Sir Keith

by Anne Good

The UK will not need to take any measures to fulfil the new EEC Action Programme on equal opportunities for girls and boys in school according to Sir Keith Joseph.

The 10-point programme, which was agreed by education ministers of the Ten, meeting in Luxembourg on June 3, pledges them to get rid of sex role stereotyping in teaching materials, encourage both girls and boys to make non-traditional career choices, include equal opportunities as a component in teachers' training and ensure a balance of the sexes in postings, promotion and training of teachers.

All this "has long been our practice", the Education Secretary said after the meeting. Britain had already achieved "considerable success" in this field, he added. There had, for example, been a dramatic rise in the number of girls going into higher education. The proportion was already 44 per cent and Sir Keith claimed it would soon reach 47 per cent.

The one area where he saw possible room for improvement was in subject stereotyping. Girls still tended to follow old, stereotyped subjects. They needed to be encouraged to go for science and technology.

Sir Keith's sceptical attitude extended also to new Commission proposals for a new European-wide technology training programme emphasizing links between higher education bodies and industry. These "are all familiar strategies", he commented.

Benefits shake-up may cost 1 1/2m their free dinners

by Diane Spencer

Nearly half a million children will lose their right to free school meals if the proposals contained in the Government's Green Paper on reform of the welfare state, the Child Poverty Action Group claimed this week.

And young people will come under greater pressure to join the Youth Training Scheme, Youthaid claims, as their benefits will be reduced.

These two charities joined 14 others in condemning Mr Norman Fowler's "new approach".

Ms Ruth Lister, director of CPAG, calculated that 170,000 children on free school meals. Another 300,000, whose families are just above the qualifying levels for Supplementary

Benefit or FIS, will also lose them if the Government intends to remove the discretionary power to provide free or cut-price school meals.

FIS is to be abolished and replaced with Family Credit, paid by employers and assessed by the Department of Health and Social Security.

CPAG claims that involving employers can discourage people from claiming means-tested benefits and could result in a lower take-up rate than the FIS scheme which is only 50 per cent.

Mr Paul Lewis, director of Youthaid, said the reduction of benefit for under 25s was part of a Government strategy to make the young unemployed dependent on their parents.

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THE SCHOOLS ABROAD

PROGRAMME OF EDUCATIONAL CRUISES IN THE MEDITERRANEAN ON THE NEPTUNIA

66 I know that both children and party leaders will look back on the cruise as one of the memorable experiences of their lives. 99

DAVID WILLIAMSON, AEO, WILTSHIRE COUNTY COUNCIL, SWINDON, WILTSHIRE.

WHAT YOU SAID ABOUT OUR EDUCATIONAL CRUISES

From two young students

Just recently I went on the Neptunia on a Mediterranean cruise. I just thought it would be nice to let you know that I thoroughly enjoyed myself during those twelve days I was away. The Schools Abroad team were very kind to us and I found that the Greek crew were also nice. The cruise was well worth the money. I was quite saddened to leave. I hope that everybody who boards the ship in the future has as good a holiday as I did.

S. YOUNG (AGE 13)
12 SOMERHILL ROAD, WELLING, KENT

"We would like to thank you very much for the superb cruise we enjoyed with you on 'Neptunia'. We all had a wonderful time and thank you very much for taking care of us. I wish I could come again next year."

JANE SANKEY
THE PRIMARY SCHOOL, KINGTON, HEREFORDSHIRE

From a small selection of party leaders

I have just returned from Neptunia on the above cruise and I must write to congratulate you and your team on a thoroughly excellent experience. My party and I thoroughly enjoyed the whole cruise. It proved to be a trip of a life time to them and the way that life was arranged on board Neptunia was a credit to the hard working Schools Abroad team!

David Baskott's leadership and lecturing were beyond compare and his dynamism and commitment infected the whole operation and made it work; work not just well but far better than Uganda. The great strength of Neptunia is that she is first and foremost the children's ship and because of that, I think they got a much better deal than under the old regime. From the party leader's point of view I enjoyed Neptunia much more as there was a great sense of unity among the party leaders who were able to relax in the evening without trying to lead the double life of party leader and cabin passenger on a cruise liner!

My party also greatly enjoyed the entertainments laid on for them on the ship and the videos and the discos were extremely popular with everyone.

I could go on... in short I am one highly satisfied customer who is totally committed to Neptunia and all she floats for.

NIGEL ARCHDALE
THE EDINBURGH ACADEMY, EDINBURGH

Cruise 502 was excellent - the trips were all superb, guides the best we have had, and David Baskott's lectures and organisation marvellous as usual. We all enjoyed it very much indeed. I would like to ensure that a similar number of places (80) is available for us in 1987.

The WALLINGTON HIGH SCHOOL FOR BOYS, WALLINGTON, SURREY

The cruise was greatly enjoyed by us all and the girls have not stopped recounting their adventures to their classmates since our return to school! Educationally they gained a tremendous amount from the trip and they thoroughly enjoyed it as a holiday experience too. You have clearly worked hard to make a success of the Neptunia and your efforts are appreciated by the members of the school fortunate enough to be able to enjoy the restarting of school cruising. We will be back on board for next year's cruise.

HABERDASHERS' ASKE'S SCHOOL FOR GIRLS, ELSTREE, HERTS.

Thanks to all concerned, for the splendid itinerary and organisation. The pupils have returned with life-long memories and fond thoughts of the Neptunia - despite a force 11 gale one night! Thank you once again for providing such a rewarding experience for our pupils.

BRENDA NICHOLL
SECOND DEPUTY HEAD, ST. MARTIN'S SCHOOL, BRENTWOOD, ESSEX

I returned yesterday from Cruise 502. We had an excellent time (despite the Force 11 storm in the Aegean) and I was impressed both with the Neptunia itself and the organisation on board. The school wishes to book for another cruise.

P. WILLIAMS
DEPUTY HEAD, WELLING SCHOOL, WELLING, KENT.

Thank you very much for all that you did to make Cruise 502 such a valuable and memorable experience for the Leasingham School party. The children will never forget their time on the Neptunia, and I am already receiving enquiries from parents of the next group of prospective travellers.

Many favourable comments have been made by parents and they are looking forward to our final meeting next week when an account of the journey will be given and all the photographs, souvenirs etc. are produced by the proud owners. HAZEL EDWARDS
LEASINGHAM CE (CONTROLLED) PRIMARY SCHOOL, LEASINGHAM, SLEAFORD, Lincs.

A brief note to thank you again for working so hard with us and for us to make our 1985 cruise a success. We all greatly enjoyed our eleven days on Neptunia and I know that both children and party leaders will look back on the cruise as one of the memorable experiences of their lives.

We are very appreciative of your efforts, and those of the ship's Captain, his officers and crew, their friendliness and co-operation too went beyond any call of duty.

DAVID WILLIAMSON
AREA EDUCATION OFFICER, WILTSHIRE COUNTY COUNCIL, SWINDON, WILTSHIRE.

I wish to thank you for having such a first class medical team on board the Neptunia. Dr. Hargreaves and his wife and the nursing sister looked after children with unfailing care. The Guiding in Ports was usually pitched very well for all ages. HARGREAVES HILL
HARDENHULSH SCHOOL, CHIPPENHAM, WILTSHIRE.

Just a note to say how much we - pupils and party leaders enjoyed Cruise 505. We found, mainly due to your enthusiasm and mastery organisation, that it was a very worthwhile project and educational in so many ways. I hope that Educational Cruising will continue and that we as a school will be able to participate again!

HARGREAVES HILL
DEPUTY HEADMISTRESS, PARKLANDS HIGH SCHOOL, CHORLEY, LANCs.

Our cruise was a real "once in a lifetime chance" and I know that none of us is likely to forget it. I thought the students' food was good. Congratulations must go to the Schools Abroad team for their excellent organisation and tireless work. All our students found it an unforgettable experience which they greatly enjoyed. None of them wanted the experience to end claiming it to be "magic".

CRUISE 507 - EASTER 1985.

Having just returned from Cruise 406 with an LEA party, I would first of all say how delighted I am and this is shared by all the other staff who were in on the party, that Schools Abroad has revived the possibility of Educational Cruising and we very much hope that the Educational world will quickly give full support to this magnificent educational opportunity. We found the cruise highly enjoyable, educationally rewarding and a very happy experience for staff and students.

GODFREY THOMAS
ASSISTANT DIRECTOR OF EDUCATION, COUNTY OF SOUTH GLAMORGAN, EDUCATION OFFICES, KINGSWAY, CARDIFF.

Having just finished my first experience of a school cruise - but hopefully by no means last - it has been my intention for some time now to write a few words. I would like to express my great admiration for the efficiency with which the Schools Abroad team organised and ran all proceedings, disembarkations, coach allocations, embarkations and entertainments which all ran with the military precision of a large scale operation. It certainly made my life as a party leader infinitely more relaxing than I ever anticipated.

FRANCIS GOTTESMAN
EDGEBOROUGH SCHOOL, FRESHAM, SURREY.

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Far-reaching secondary changes in pipeline

AUSTRALIA

Luis Garcia reports on a state shake-up

A major report to the Victoria Government has recommended far reaching changes to the secondary education system in that state, including the abolition of the present Higher School Certificate, and the placing of greater emphasis on mathematics, science and technology-related subjects. The state government has also been urged to increase the proportion of students in Victorian schools who stay on to the end of year 12 (the final year of schooling) by 1995, to 70 per cent of all students should reach year 12, compared to the present retention rate of about 35 per cent.

The report was prepared by a committee of experts set up by the state government in 1983 and headed by Mrs Jean Blackburn, a South Australian educationist, former member of the Commonwealth Schools Commission and author of several books and papers on education issues.

The committee believes that the proposed changes, most of which have already been accepted by the government, will make schools more attractive to young people, and help education cope with new demands, such as technological change, shorter working lives and the merging of school and vocational training.

To this end, the senior curriculum should be upgraded and widened to make it more "relevant" to students. One way of doing this is by introducing new subjects, such as a course to be known as "Work in Society" which is

likely to involve students in observing and taking part in different professions and jobs while still at school.

To make room for such new subjects, the committee recommends that the amount of time students now spend studying English should be reduced by up to 30 per cent, English being the only compulsory subject at present for students in years 11 and 12.

Although urging improved measures to ensure literacy and numeracy, the committee claims that high literacy standards are not based only on English—they can be gained through the study of a broader curriculum.

However, the recommendation to cut back on the study of English has met with strong opposition from teachers, parents and community groups, and academics. It has proved to be so controversial that the government has deferred a final decision pending further advice.

Another controversial recommendation is the abolition of the Higher School Certificate, which is given out at the end of year 12 and is used by universities and tertiary institutions for matriculation purposes. The HSC is to be replaced by a much broader certificate to be known as the Victorian Certificate of Education to be introduced in 1987.

Also controversial is a call for all schools to be become comprehensive schools rather than being designated and staffed as either technical schools or high schools.

Reaction to the Blackburn report has been mixed. Teachers' unions refused to rule out industrial action over some of the recommendations, claiming they are "ill-conceived, poorly defined, provocative and superficial".

Colleges in Turkish training deal

Four British colleges are to help develop technical training in Turkey, following the signing of a £2.4 million contract between the British Council and a Turkish company, TEKSIS.

The college consortium, made up of Bolton Institute of Higher Education, Bradford and Ilkley Community College, Central Manchester College, and Humber College of Higher Education, with the Ball Educational Trust, of Cambridge, providing English language services, will help to revise teaching programmes at eight training centres in Turkey, and offer training in Britain for 200 management and teaching staff.

An American company, RCA International Service, has also signed a training contract with TEKSIS, worth £2 million.

● The largest maritime studies library in the Middle East will be opened next year in the Saudi Arabian Government's Seaports Authority headquarters in Riyadh. The library is the result of a joint project undertaken by the British Council and UWIST, Cardiff.

Last January and February a team of librarians from UWIST visited Saudi Arabia and produced a report recommending the establishment of a central library in Riyadh together with a chain of branch libraries in six ports.

The central library will contain up to 50,000 volumes and computer facilities will provide access to and from the six branch libraries. The library's catalogue will be computerized so that it can be made easily available to other Middle Eastern countries.

Cuts programme will hit village schools hardest

SWEDEN

Donald Fields reports on the effects of falling rolls

The spectre of school closures and a surplus of teachers is raised in a survey published by the National Board of Education and school authorities in Sweden's 24 counties.

This conclusion is based on the decline in the number of pupils attending comprehensive schools. Having already dropped to 950,000 from 1,039,000 in 1978-79, enrolment is expected to bottom out at 832,000 in 1992-93.

Sparsely populated areas will be most severely hit, with progressively more village schools being closed to accommodate the 20 per cent contraction over 14 years. Many pupils, including some in urban districts, will have to travel further to school, implying increased public and private transport costs and dubious effects on education.

The report suggests that the staff surplus could be eased if more teachers

undertook to work part-time, but restructuring of tertiary education is underway in Sweden, the squeeze on pedagogical institutes, suggesting that a balance will eventually be reached in the teaching profession.

However, the Swedish teachers' union argues that unemployment among its members could be alleviated by reducing the size of classes from 30 to 25. It insists that schools have also had to bear an excessive share of the Social Democratic government's public spending cuts, which are meant to wipe out a huge budget deficit by 1990.

It is soon after that date that a trough in junior pupils will be reached. Senior secondary and higher education will be hit, respectively, around the six and seven years later.

One way of attacking the problem would be to reduce the starting age of Swedish schools from seven to six. However, a government committee due to report this month is to reject both this idea and an overall extension in the length of compulsory education from nine to ten years. The majority on the committee favour more drastic tailoring between kindergartens and schools.



A head plus a lock-out notice on his school gates during the dispute

Teachers return with 2%

Swedish teachers have accepted a 2 per cent pay rise, following an 18-day strike which affected foreign trade and air traffic, as teachers are affiliated to an organization that takes in other civil service unions.

Six thousand teachers at intermediate level were among the 20,000 civil service employees called out last month by the organization, known as TCO-S. Using selective action, TCO-S caused an estimated cost to the Government of £500 million.

The Government retaliated with a 10-day lock-out originally meant to reach 80,000 TCO-S members including 55,000 teachers, but it relented where teachers were concerned for the

sake of pupils and working parents. Only 23,000 teachers at secondary school level were eventually affected. During negotiations, TCO-S saw the striking teachers back to work.

The dispute showed both the strengths and weaknesses of the teachers' bargaining position. They were treated as a special case by a Government which faces a general election in September. But teachers still found themselves at the back of the pay queue, losing ground to the high wage drift enjoyed by workers in Sweden's booming export industries.

After demanding a modest 3.1 per cent pay rise, the 2 per cent settlement added only £16 to the average monthly salary of TCO-S members.

'Foreigner' wins job fight

JAPAN

A compromise which allows a South Korean to be employed as a teacher in a primary school has settled months of controversy, but shows that the Ministry of Education is not quite as all-powerful as it often appears in Japan.

Yang Hong in passed her teacher's exam of the Nagano prefecture, north-west of Tokyo, for the second time last year and was told she would receive a full-time permanent post in the school year beginning this April.

The local education board later revoked its decision, under strong pressure from the ministry, but decided to compromise by recruiting Yang in the rarely-used category of "instructor" which gives security of tenure and entitlement to attend teachers' meetings, but carries lower pay than regular posts.

Yang, who was born, brought up and educated in Japan, first passed the recruitment exam in 1979. She was refused a post on the grounds of

nationality and has since been teaching under contract. In an official statement, the ministry said that since civil servants, including teachers, exercise "public power" and help form "public will", they should be Japanese.

Although foreigners are not banned by law from the civil service in Japan, they have been effectively excluded since the 1950s. The Education Ministry has issued various directives restricting local education boards to keep non-Japanese out.

Of the 47 prefectures, 32 have complied, 15 have not. Thirty-one foreigners, mainly South Korean, hold full permanent posts in government primary, lower secondary and upper secondary schools.

The influential Japan Teachers' Union has condemned the ministry's stance for violating the principles of equality and freedom of occupational choice enshrined in Japan's constitution.

Relief as Bennett allows research system to continue

UNITED STATES

Bill Norris on a new line in priorities

New educational research priorities have been announced by Mr William Bennett, the Education Secretary.

In line with recommendations from a panel of nine experts convened last month, research in future is to emphasize the learning patterns of adolescents, subject studies, comparisons of educational systems in different countries, and comparisons of state and local reform efforts.

The use of Federal funds to develop curricular and instructional material is to be discouraged, Mr Bennett said. The research community has been relieved by the announcement as it was feared that Mr Bennett was about to

tinker with the system. In fact, the measures should cause little change to the mission of the National Institute of Education's 11 research centres.

"It's not nearly as bad as it could have been. I'm pleased", said Mr Joseph Schneider, executive director for the Council on Educational Development and Research.

Mr Bennett has, however, made some cuts. He has reduced the centre's funds for the study of writing from \$5 million (£3.8 million) to \$4 million (£3 million) over five years, and trimmed the centre on state and local policy development and leadership in education from \$7.5 million (£5.7 million) to \$6.5 million (£5 million).

On the other hand, he has given an extra \$500,000 to the centre for effective secondary schools, and raised the award for the centre on post-secondary training and learning from \$4 million to \$5 million.

Premier promises extra staff

NEW ZEALAND

Terry Power reports on a pledge given in a key by-election

New Zealand's Labour Government has announced substantial improvements in school staffing from 1986, in conjunction with a key South Island by-election campaign.

Each secondary school in the country should be able to have one or two extra teachers after the next summer holidays as the result of the promise by the Prime Minister, Mr David Lange, that funding would be available for an additional 405 teacher equivalents.

The manner of the announcement itself indicates the importance Labour places on education—or at least the importance it hopes the public will give to efforts to boost education.

Next week's by-election, the first since the party came to power in July 1984, follows the death of the Speaker, Sir Basil Arthur. Labour has held the provincial city of Timaru, for 57 years,

but the seat looks far from safe now. The Government has come in for widespread criticism of its economic policy, interest rates, and a new proposed goods and services tax—a form of V.A.T. currently intended to include books—scheduled to start on April 1, 1986.

When the time came for the Prime Minister to open the campaign at Timaru, a conscious effort was made to switch the focus of attention. A release from his office said he would make "a major announcement on education". Mr Lange then announced the extra secondary teachers, and duly was acclaimed in what was otherwise from the Government viewpoint a discouragingly unenthusiastic by-election meeting.

Elaborating on the announcement, the Education Minister, Mr Russell Marshall, stated there would be about 300 more full-time secondary teachers, with the remainder of the increase coming from part-timers.

The first priority, he said, was to give teachers the opportunity to do some of their preparation and marking in school hours. "Every school in the

Junk food set for a comeback

Junk food is returning to US public schools thanks to a Federal court decision which overturns a 1979 ruling by the Department of Agriculture barring the sale of such food during the entire school day.

The department has bowed to the court in spite of overwhelming public support for a ban on school sales of soft drinks, chewing gum, and other low-nutrition foods. It has issued a new rule permitting their sale, although not during meal-times or inside a school cafeteria.

The US Circuit Court of Appeals for the District of Columbia, adjudicating on a case brought by the National Trade Association of soft drink manufacturers, held that when Congress set up the school lunch programme it only intended to restrict the sale of junk food during the periods of meal service.

However, state or local agencies may still impose restrictions on food sold on school premises, and the department is hoping that parents will get together with the schools and nutrition experts to design sensible policies.

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Schools' PE programmes healthier

Sir - Nigel Hook uses your Second Opinion column (TES, May 17) to declare that the physical education programme in schools is becoming a charade, that it is in a state of neglect and that PE teachers are disillusioned. As a result, he claims that levels of performance and participation in team games have deteriorated and he implies that this is to be interpreted as a national disaster.

Mr Hook gives no detailed support for any of his contentions but he blames in turn, the Department of Education and Science, local education authorities, the Government and (implicitly) the "disillusioned" PE teachers. The DES, i.e. a.s. and Government can and may well speak for themselves but my purpose is to com-

ment on behalf of the teachers of PE and the curriculum they plan and deliver.

Contrary to Mr Hook's perceptions, there is a great deal of documented evidence (by way of official reports and scholarly papers) to suggest that PE programmes in schools have never been healthier and that the young teachers entering the system have never been better prepared for their real educational tasks.

The opportunity afforded to us by the national exercise for rationalizing the supply of teachers has been well detailed and widespread discussion has taken place on the philosophy and content of the curriculum for schools

and for teacher preparation. During the same period, the processes for accountability and validation have been both keen and intrusive so that the quality of our present (and much reduced) teaching force in PE may reasonably be expected to be of a high standard.

I venture to suggest that, had Mr Hook waited until after the seminar on school sport which he advertised in his article, he would not have written as he did. He would have been reminded of the purposes and broad perspective of the PE programme in schools and consequently would not have mistakenly implied that these were directed towards the improvement of our team games. Neither would he

have been so poorly informed about the many examples of good educational practice which were revealed by i.e.a. advisers and teachers alike.

Mr Hook's perceptions may be honestly arrived at but they are wrong. They are shaped by misconceptions of the purposes of PE and by inaccurate knowledge of its present state of health. He must look elsewhere for the causes of a "deterioration in the standards of play in our national team games."

DR JOHN E KANE
President of
Physical Education Association and
Principal of West
London Institute of Higher Education

BASIC sense

Sir - I was very glad to see an article Positive Steps (TES, April 5) emphasising the huge and ever increasing gap between girls' and boys' involvement with microtechnology.

I am 22, female, and have worked for an educational computer software house since leaving school at 18. My only experience with computers when I joined the company was in elementary BASIC programming. I can still hear my teacher's words of encouragement as I left for the interview. "You're not the kind of person they're looking for."

However, I was given the benefit of the doubt by the company and was immediately put to work on a live project as a member of a small team. The team leader had no time to nurse me along or give me a "pat on the head" each time I thought I deserved one. He didn't care if I was male, female, black, white or pink. He had a schedule to work to, and each member of the team had a responsibility to work hard to meet that schedule. As a result of this, I was writing fluently in machine code on several micros within 6 months.

There are thousands of girls in schools throughout Britain who are brighter than me. What they need most is, to put it bluntly, a good bout. The example quoted in the article referring to the model of the bell-tower is a case in point. I'm sure that the reason why the girls "wait to be invited" is because they are afraid of suffering the displeasure of the teacher; they only want to make the next move when the go-ahead is given - or, as more often the case, they don't want to make the next move at all - they are content to carry on with what

they know they can do well, and get a red tick for.

Perhaps I sound cynical? But when I look at the percentage of girls applying for a programming job at my firm, it is very disheartening, i.e. 25 per cent out of a total of 350. And even then, their computer experience is rarely greater than mine was 4 years ago. Obviously, since the company I work for is a commercial venture, there is little time set aside to train new staff; recruiting computer literate people is a business necessity. This means more than 90 per cent male where I work.

Why should girls be less suited to microtechnology than boys? After all, there is no great physical strength required. Even more important, there is no need to work at an office, away from home. The raw materials can be limited to electricity, a microcomputer and a telephone. Such a situation must be highly attractive to any intelligent young woman leaving school, or university, who wants to combine a challenging, long-term career with raising a family.

In retrospect I can see how lucky I have been in stumbling into this industry. It makes me both angry and sad to also see that the girls leaving school today have no more, and usually less, experience with computers than I had in 1981.

From such evidence, it seems that positive discrimination in favour of girls at all school levels, primary and secondary, is essential if the tragedy of over half the youth of Britain missing out on the information technology revolution is to be avoided.

ANNA PRICE
No 2 Hop Kiln
Manor Farm
Broughton Hackett
Worce

Vision needed

Sir - If Professor Wragg's students have been pole-axed by the degree of demoralization in staffrooms, what will they feel when they have read his Diary (TES, May 24)?

As an ex-teacher, I was shocked by the callous, cynical and flippant attitudes expressed. What headteacher wants a "fully-paid-up masochist" on their staff? What parents want their child taught by one who regards a teaching assignment as "a total bummer" and a "loser"? Would any teacher dare suggest at an interview that: "I can build a bit with the flash cards and some nifty footwork here and there?"

Most of the teachers that I meet have, thank goodness, a greater de-

gree of sincerity, enthusiasm and dedication.

The reference to cretins and marshmallows at the DES is unpardonable. I can speak highly of the service that I have received from the Department's staff.

Education is in need of leaders with vision and positive thinking; we don't need to be continually reminded of society's deficiencies. I suggest that the TES obtains the services of an educationist who stands on the mountain peak of life - someone who can inspire us through enthusiasm, sincerity and positive thinking.

J MILLER
7 Mirfield Road
Scunthorpe
South Humberside

Greenway article

Sir - The letter attacking me for comments on the finances of IEA and Ealing, attributed to me in the article on April 12, seems to have been based on a misunderstanding. It was my clear impression that I had told your correspondent that I was not

prepared to make any remarks about these two i.e.a.s. - with both of which I have a long association.

HARRY GREENWAY, MP
The House of Commons,
London SW1
Susan Thomas writes: Alas, my equally clear impression remains different from Mr Greenway's.

Strike breaking

Sir - It is obvious to me from Peter Smith's letter (TES, May 17) that he has no concept of trade unionism. In response of the number or propor-

tion of pupils sent home, if an AMMA member covers the lesson of a striking colleague then he is strike-breaking.

MIKE STEPHENS
President
Hampshire Federation NAS/UNSW



Libraries should be about content not form

J B LOCKWOOD
The Grammar School
Heckmondwike
West Yorks

Choice cuts

Sir - Kenny Mathieson's review of the state of public library services (TES, May 3) draws attention to the alarming paradox which faces librarians: the need to expand and develop free information and leisure resources in the context of a world where not only books provide such resources, while being constantly forced to cut back on expenditure.

In contrast, the particularly shrewd article by Martin Clift, which suggests that at least part of the answer is to concentrate more heavily on books, and implies that cutting back on staff is a natural option resulting from new technology, fails to grasp the point that books should be especially clear to someone in his position. That is, that books are essentially a means to an end. They are packaging for information, education and leisure. It is what they contain rather than what they are that counts.

Very effective, attractive and versatile packaging, but nevertheless only that. What libraries need to be about is the content rather than the form. Books are the core of our services, because they are so effective and versatile. They can be defended as resources to provide other forms of packaging. Even the records, cassettes, videos and pictures which concern Mr Clift. At a time of cuts, choices do

have to be made, but they have to be made by reference to what our resources achieve rather than by what format they are in.

The oral culture, for example, of our Afro-Caribbean users needs to be catered for particularly by audiovisual materials. The growth in information technology urgently needs to be made accessible to all, not just to industry, government and the very rich. In today's society, for it to be otherwise would effectively mean that knowledge was being taxed. Libraries are fundamentally democratic institutions, that is what we are about, rather than books as such. Cuts, whether applied to materials or staff, make us less so, by limiting our ability to adapt and develop, and by introducing the spectre of charges and privatization.

The Library Campaign maintains a resource bank of information on cuts in libraries, public and otherwise, and is also sponsoring a report by the School of Advanced Urban Studies at Bristol University, soon to be available, which studies in depth the effects of cuts on 10 library authorities. Anyone interested in the Campaign, or who would like a copy of the report, should contact me at Central Library, Surrey Street, Sheffield S1 1XZ.

NICK JAMES
The Library Campaign
Surrey Street
Sheffield

Bardic delusions

Sir - John Dryden and Jane Goddard, who wrote appealing for Shakespeare texts to be sent to West Africa (TES, May 17), are obviously goodhearted and caring people. But is there not something patently absurd in their request?

To be studying Shakespeare at all in Ghana or Nigeria or Sierra Leone seems inappropriate enough - having taught *The Merchant of Venice* in South East Asian schools, I can vouch for the struggle it is to master such an alien language and culture.

To be providing more Shakespeare texts for schools which likely lack and chalk, also seems somewhat inappropriate.

And yet John Dryden and Jane Goddard have a point: the mastering

of a Shakespeare text and the passing of examinations is vital for the future of these young West Africans within their educational system.

Perhaps on their projected return to West Africa they should do more than paperbacks. Some queries about the content of the curriculum in the countries they visit, and about the level of education expenditure; some suggestions of doubt as to the suitability of Shakespeare as an O level text could accompany their presentation.

This might, of course, affect their own livelihoods in the long run, but I am sure the Bard would approve this line of thought.

ALISON STANCLIFFE
8 St Mary's Terrace
Ryton,
Tyne and Wear

Declining value

Sir - The gobbledegook from *General Introduction*, which is featured in "No Comment" (May 17) prompted me to write to you on more serious matter concerning Education, namely the apparatus, preparedness of the exam boards and the teaching profession to implement this new exam.

We are to begin to prepare the candidates for the exam in 1986. I subject four syllabuses should be able from three separate boards, yet only one of these has been related to schools in a draft in 1985. I have learned that even since then a new draft will be available until autumn this year.

I fail to see how we can possibly obtain all four finally approved syllabuses before late spring 1986, yet have to begin teaching the material in September the same year. In this time we will be expected to prepare the syllabuses carefully, select the most appropriate, look at a wide range of textbooks for the new exam, and also plan new schemes of work. It may also prove that there are schemes of work require a complete change of syllabus in years 1, 2 and again a task to be completed by September 1986.

In addition to these problems, of the cost of attending residential courses on teaching to the new exam will no doubt be expected, as along to come from the teacher. Also now to be compelled to take on a greater share of the marking, probably for the pittance currently paid in internal assessment.

While the declining value of a salary is of great concern to me, I find these prospects horrifying.

J B LOCKWOOD
The Grammar School
Heckmondwike
West Yorks

No comedy

Sir - If my former colleague, John Mackay (TES, May 10) is correct, the opportunity offered by GCSE will be lost. Perhaps he seeks to stir us to changes of curriculum in our curriculum before the new examination system is fully operational. To be told one example, there is a great opportunity to incorporate work in school industry liaison into syllabuses of science and CDT.

Next year is Industry Year as well as the first year of teaching the new GCSE.

A wider skills base than knowledge and comprehension is possible under GCSE. The danger, however, is clear. If nothing is discarded from old syllabuses and a "pass/fail" concept applied by external agencies, then Mr Mackay's ABC scheme and DEFG goals will be consumed by the wolf of opportunism to merge the two existing examinations and continue as before. Sadly the scene will be likened to a Shakespearean tragedy and not the comedy your correspondent suggests.

P FLETCHER
Headteacher
Cherry Willingham Comprehensive
Croft Lane
Cherry Willingham
Lincoln

No winners

Sir - I would be obliged if you would correct the impression that the Tes Tors is a race which was "won" by Exeter School (TES, May 24).

This is a two-day test of endurance and navigation which is intended as a challenge to all the teams who enter Exeter School's 45-mile team, though first back to the finish, cannot be regarded as winners as the rules stipulate that teams may not go beyond their tenth Tor on the first day and so the first team back will depend entirely on the distance from the last Tor to the finish. As there are 20 different routes this may be only 2 miles or as much as 10 miles.

The Army, which organizes this event, is particularly keen that it should not be regarded as a race, but remain a challenge to all teams.

JOHN F SPIVEY
Manager
Ten Tors teams
Exeter School

Interview memo to heads: stop wasting our time

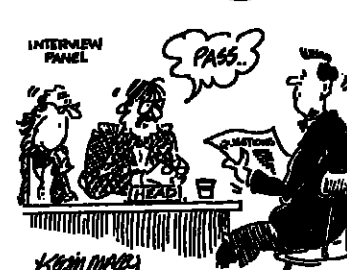
Sir - I am a PGCE (art) student at Exeter University and, like most other students around the country, I am in the process of finding a suitable first teaching post. It is a frantic time - with travelling many miles, the strain of all-day interviews and the initial outlay of expenses while still having to keep up with the essay writing on such an intensive course as the PGCE. With such pressures it is particularly frustrating to have one's time wasted and I think interviewers should not forget the ordeal we face.

One interview in Rochford, Essex went well until the customary question at the end: "Do you have any questions you would like to ask?" I had two - the second of which was directed away from the head and towards the other three members of the panel. "With a view to falling rolls, and the Government's cut backs in education spending often leading to school closures and amalgamations, how do you see the prospects for the school in the foreseeable future?"

Special gloom

Sir - Since graduating in 1984 with an honours degree in education, with a specialism in the teaching of children with learning difficulties, I have been unable to find employment in the field of special education.

I am aware that this is not generally a good time for anyone seeking employment and my search has been limited to North Wales, Cheshire, Manchester, Lancashire and Yorkshire. However, one of the things that con-



The chairman, from the board of governors, retorted: "I don't think we should answer questions like that. We are here to interview you, not you to sit there and ask us our ideas!" I was dumbfounded. For a prospective employee it was surely natural to enquire about job security.

At a second interview at Worcester, I was one of 12 candidates for an art teacher, Scale 1 post. The head showed us around the school, then we were each to have a short interview, after which he would shortlist four

cerns me is that although I have requested many job descriptions I have not received one which did not require a behaviourist approach from the applicant.

From this small sample, am I to assume that the majority of special schools in the United Kingdom are limited entirely to the use of a behaviourist approach?

If so, my gloom about the state of special education in this country can only be deepened. If not, I would be delighted to hear from, and to share

candidates for a longer interview in the afternoon. He said we were all well qualified and suitable for the post, so why choose from 12?

Unfortunately, I had waited for over an hour and half, without any lunch (except a meagre sandwich, for which I was required to pay 25p). I was called into the headmaster's study just after 2pm and I came out at 2.06. I felt insulted: I was given four and a half minutes in which to discuss with the head of department, my artwork, my pupils' work, and my views on education. The head did not ask me a single question.

Interviewers should stop to think a little more carefully about their role and the responsibilities they have. They should sort themselves out and stop wasting their time and ours.

ALASTAIR BOYD
1302 Cornwall House
St German's Road
Exeter

ideas with, anyone who is working with children in difficulty and using an alternative approach which, unlike behaviourism, encourages a child's natural tendencies towards autonomous and independent activity based on a sound understanding of his or her world.

PATRICIA EVANS
Cefn Bithel
Llandynog
Denbigh
Clwyd

Racism link

Sir - The members of the anti-racist group of Sheffield's adult education branch of the National Association of Teachers in Further and Higher Education have an over-simplistic view of racism, a view stemming from a Marxist-Leninist interpretation of history.

Of course power and racism are associated, but not to the exclusion of other factors. To claim that all non-whites are black is to divide mankind into simplistic and artificial groups. It also neatly disposes of the racism that may exist between black groups and indeed white groups.

"Racism is a problem created by white people." Can this be true in Sri Lanka? Or in India? Or even in

Britain? Are different ethnic minorities that the Sheffield group label black in the genuine racial harmony that they assume?

Remember, I am not claiming that power does not influence racism but that it is only one powerful factor among others, such as religion, status, economic position, education, fear. Of course, if you believe that these are all part of the superstructure of the state as wielded by the capitalist ruling class then they may be classed as part of power. But if you do not accept that ideological position, the letter of the Sheffield anti-racists falls apart.

JOHN MERCER
Principal lecturer in education
Polytechnic of North London

Extra, extra

Sir - Due to a mistake by *The TES*, part of my Talkback article, "Home truths" (May 17), makes no sense.

My sentence "Home Economics teachers have felt very threatened as shortage of time per session, and shortage of money, diminished the possibility of practical work" - was printed as "Home Economics teachers have felt very threatened as shortage of money diminished the possibility of time per session, and shortage of practical work." Clearly this makes no sense.

Later in the article, when I began to talk of food and nutrition teaching, a paragraph was left out. As a result, my contention that these aspects of Home Economics must be taught - not merely theoretically or scientifically, but with a creative, practical, craft content - barely made sense.

Sadly, no Home Economics teachers seem to have replied to their Extra - though I know some were angered by it. I believe we must fight for our subject, and the totality of the content we believe to be appropriate.

If Peter Higgins, secretary of the National Association of Teachers of Home Economics, is right and the number of specialist Home Economics advisers has dropped "by roughly 50 per cent", I put the blame partly on these advisers, and our specialist HMEs. Certainly this decline is true in Nottinghamshire.

Why have these specialists allowed our subject to become so diversified that the "support" of science or social science advisers is considered equally appropriate?

MARGARET CLARK
3 Albert Road
Alexandra Park
Nottingham

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Heads or tails?

PETER SALT

It is vital that any assessment of teachers be carried out competently and fairly: so, bearing in mind the old Chinese proverb "a fish never goes bad from the tail", I suggest the following order of categories to be assessed.

First and foremost, HMI's would play a major part in any assessment, so it is important to be absolutely sure that they, professionally and as individuals, are the right people to carry out this work. This vetting should be done by some of our most eminent educationists, such as Lady Warnock.

The HMIs should be followed by local authority inspectors and advisers: then university professors and all university and college lecturers concerned with teacher training.

Next, headteachers of schools, followed by deputy headteachers and other senior members of staff including heads of departments. Such thoroughly vetted groups should have no difficulty dealing with any problems that might occur among the rank and file of teachers: it has been my experience that if things are right at the top, there will be very few problems further down the line.

It is obvious that all handicapped teachers should be subject to assessment but no more so than their able-bodied counterparts. It is quite wrong and unacceptable for handicapped teachers to be singled out for

inspection and assessment, as happened about six or seven years ago, when visually handicapped school teachers were inspected and assessed in their various schools. If it is necessary to inspect and assess handicapped teachers as a group, there should be very good reasons, supported by firm evidence, for doing so and this evidence should be made available to all concerned.

In addition, a suitably qualified and experienced handicapped person should be involved, if at all possible, for what I hope are obvious reasons. Such a person would also be able to offer invaluable advice with regard to finding ways of overcoming specific problems related to a particular handicap.

After many years of supervising students on teaching practice, I know that the performance of any teacher can only be assessed with due regard to the ethos of the school as a whole, so if a handicapped teacher is to be inspected, this should be part of a general inspection of the school. If this is not possible, at least two able-bodied teachers should be inspected and assessed at the same time. The right type of handicapped people, together with the right type of able-bodied people, can make a very significant and valuable contribution to children's education.

If all who are concerned with education in any way remember that schools exist for the benefit of children, I shall be at least reasonably optimistic regarding the future of our educational system.

Peter Salt is visually handicapped and was formerly senior lecturer in music and special education at Bath College of Higher Education.

Subject to change?

JOHN VINER

The recent eruptions on some football terraces have been attributed to various causes and the education service has come in for the usual beating. As an educationalist I find this annoying but, to be honest, I have to admit that every football hooligan has attended school at some time, therefore it must be fair to suggest that some of the unrest of these youths has been caught in some way at school, although the school itself may be blameless.

I am not a secondary school teacher, although I have been, and over the last decade I have seen the quality of primary teaching improve enormously producing, in general, highly motivated pupils, successful in at least one area of school life. They generally enjoy school, relate well to others, and are enthusiastic about learning. So what happens to these same children between transferring to secondary school at 11-plus and emerging at 16-plus? For many pupils secondary education is successful but it can be seen that a number of those motivated 11-year-olds have lost their high expectations and are now jaded and cynical.

I realize that puberty not only produces physical changes but also brings attendant changes in attitudes; to life, to the home, to school. Our world is changing almost daily; if unemployment is a social indicator of change then perhaps football violence

is also. I wonder if our secondary schools have changed their approach to match the demands of this changing world as I believe the primaries have done.

In secondary schools The Subject reigns supreme and this is perhaps the greatest difference between them and primary schools. Primary education is more interdisciplinary. Children taught by a topic approach see a subject not as an isolated discipline but as an integral part of the rich patchwork of knowledge. To the primary school child the most natural thing, when studying the geographical properties of a river is also to study its botany, its zoology, the mathematics of current and depth, to write river poetry and prose, to study its effect on the development of settlement and even in religion. And this is how it should be - for this is how life is. Life is not segmented and compartmentalized. Life is exciting and broad. Above all, children learn from primary experience. The exciting thing is that they do not always learn what the teacher expects them to.

I am worried that the child in the first or second year of secondary school may find the curriculum so compartmentalized as to become detached from the reality of life. There must be some way of breaking through these barriers to arrive at cooperative teaching. The examination syllabus would also benefit from an interdisciplinary approach; perhaps examinations need to investigate cooperative examination settings. Mode 3 CSE was a step in the right direction.

The other major divide between primary and secondary schools is the subject teacher. The child leaves the secure world of the primary school where he will have been taught -

mostly - by the same teacher in the same room. Within six weeks the size of the school but that lesson just when they have begun to be interesting and give way not only to a new subject but to a new teacher. Relationships suffer both ways: a child cannot enjoy a secure relationship with one teacher; the teacher cannot possibly get to know the child as well as he might. Would it be possible to introduce the class teacher at least during the first year of secondary school? A class teacher will give a child a reference figure to whom to relate throughout his time at school.

It is interesting to see that a much of secondary schools have adopted the class teacher system for their model or maladjusted units. Why not mainstream education? I am not suggesting that subject specialists are needed in secondary schools - it would be folly. But I am aware that multidisciplinary education is highly motivating and that, combined with a class teacher system at least the bottom years, will better develop the child. I believe that the needs to be a radical re-thinking of secondary curriculum, pastoral organization and teaching style based on those parts of primary education which are proved to be effective. I am saying that we have all the answers what I am saying is that we know these things work and are worth developing.

It may not prevent soccer hooligans but it may help education to be blame with a clearer conscience.

John Viner is headteacher of St. Paul and St. Margaret's C.E. Junior School, Rochester, Kent.

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Crafty fellows

MARTIN ROGERS

Although a great deal of excellent work is being done under the heading of CDT, some serious shortcomings are still to be found. The first is that the old Platoon hierarchy of values is extremely difficult to eradicate. Deep in the English subconscious is the idea that it is better to think than to make.

In the past craft was the traditional outlet for those who were not clever enough to take academic subjects. Hence, the whole balance of the subject is still intellectually down-market. It is time someone developed a design course which was specifically for our brightest pupils to industrial design. It has become a cliché to say this, but what, other than exhortation, have we done about it?

The second shortcoming is that CDT is still too often concerned with the technologies of the industrial revolution. Despite the introduction of modern materials, wood and iron, usually in large pieces, still hold the centre of the stage. Must we re-enact the whole history of technology before arriving at the late 20th century?

The large scale of much of the work done is a considerable disadvantage for it is expensive both in the cost of



materials, and almost more importantly, in time. The curriculum is already over-full and if Design Education is to be a core subject it must be taught under considerable restraints of time and cost.

Small scale work, with the use of small scale machines rather than great rows of 19th century metal and wood lathes, would solve this problem. It is fortunate that, thanks to the Space Programme, much modern technology, notably microelectronics, is already miniaturized.

Then there is the Somerset Syndrome. No one would deny the importance of the work done by that admir-

able man. But the tendency for students to concentrate on the award-winning, newsworthy projects detracts attention from the less glamorous but more important objective of Design Education for all.

Finally, there is the problem of balance within the Design Committee itself. Courses tend to emphasize one end of the spectrum or the other. They are either predominantly "art" or largely technological. What is needed is a course in which the two essential strands of design, the aesthetic and technological, are well-balanced.

Who is going to do this work? The Smallpeice Foundation is making an important contribution by founding a Smallpeice Design Fellowship at King Edward's School, Birmingham, for a duration of three years from September 1985. The objectives of the Fellowship are to produce a new course which will be specifically aimed at pupils of above average ability; based on modern technology and materials; use small scale techniques; involve a large element of self-instruction and include an aesthetic as well as a technological dimension.

If in the space of three years we can achieve these aims he will have made an important contribution to the education of the country. Perhaps he will also, in the longer term, be making a contribution to reviving national industry.

Martin Rogers is the Chief Master at King Edward's School, Birmingham B15 2UA.

First reports

RICHARD EVANS

School reports are almost upon us again. Before you tear open the envelope with your child's report - a word of warning.

My five-year old son had been at school all of four months when he brought home his first report. He is a lively outgoing child and he came home excited and eager for approval.

He sat on my wife's knee and she read it aloud to him. "Mark is easily led to the task in hand." "His written work is quite capable but often untidy." "He needs to concentrate more." And the conclusion read "Mark has made quite a good start and he is, rather, too easily led by his friends." Small wonder that at the end of this

catalogue he burst into tears. He had been judged by an impersonal adult standard and fallen short. What five-year old can concentrate for long? Why is every suggestion of praise followed by some negative comment? My wife went to the parents' evening and challenged the teacher about her comments. Her reply was "He's not like that anymore. He has settled down well. The reports were written a month ago."

Several important questions arise from this incident. Who are the reports for? If they are an accurate reflection of the teacher's impression of the child, why are they withdrawn later? By what standards is the child being judged? Is it the standard of other children of the same age or is it a generalised standard the teacher up to?

Is the report designed to impress the parents that the school has the "right" academic criteria? Perhaps the most important question is "Is the report designed to encourage or discourage the child?"

In this particular case the report had

a wholly negative effect. My son became reluctant to go to school. He took every opportunity to disrupt the class and felt thoroughly miserable.

I am not trying to whitewash my son and pretend he is an angel. My wife sensing his unhappiness earlier had asked the class teacher if he did cause problems in the class. She denied that he did, yet her report suggested the opposite.

A teacher's task is unenviable and thankless in the extreme. However, an allowance for the fact that my son was a rising five in a class of five-year olds might have helped. It is a sobering thought that, if he had been born a week later, my son would have had no report for a whole year. On the continent at this age, no-one is even at school full-time.

Are reports of any value at this age? I can find little justification for them. Yet interviews with teachers are a great value in my opinion. These interviews can be useful both to teacher and parent. In highlighting problems and worries that the other may not be aware of.

Richard Evans teaches in Staffordshire

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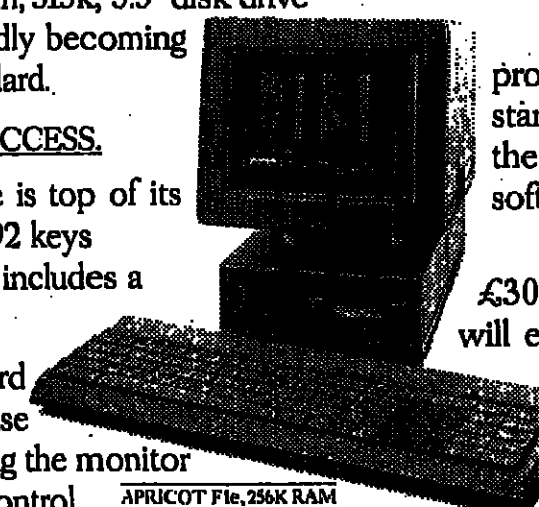
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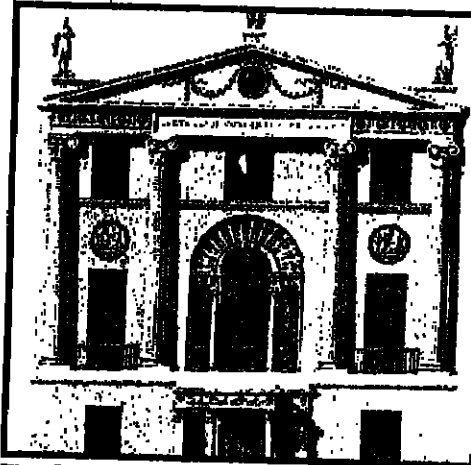
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The Society's Adelphi headquarters.

When the Royal Society for the encouragement of Arts, Manufactures and Commerce was formed in 1754, it offered four prizes. One was for the discovery and production of cobalt and another for successfully cultivating the plant madder. Both were essential for dyes and were having to be imported at great expense to the British textiles industry.

The two other prizes were for the best drawing by a child under 14 and by one aged between 14 and 17.

Such breadth of interest—some say quirkiness—still drives the Royal Society of Arts or RSA (as it is now usually known). But it has led to what its secretary, Christopher Lucas, calls the Society's "identity problem".

The RSA cannot decide what sort of organization it is. Too many people know it not for the range of its work but for just one activity. For example, the bulk of the education world sees it as an exam board for typing skills. For some in the RSA it is time to change all that.

In the past, the RSA has pioneered exam systems, especially technical ones; set up a music training school which became the Royal College of Music; promoted girls' education and set up the Girls' Public Day School Trust; supported a range of industrial and commercial inventions; and championed the cause of better design. It also organized the Great Exhibition of 1851.

Today, it has an active membership of around 12,000 Fellows, offering them some club facilities, a diverse lecture programme, and a monthly journal. It operates a major examining board catering annually for 600,000 candidates; has a large stake in promoting design talent; runs projects on educational development; has a special committee on the protection of the environment; and administers various lecture series (such as Dimpleby) and small-scale awards and scholarships aimed at helping young talent.

Little wonder that RSA Council member Professor Charles Handy says the Society is "endlessly confused" about its role: "Is it a professional association, a club or a business enterprise marketing exams?" Christopher Lucas adds a fourth element: a campaigning agency?

According to Lucas, the RSA is "an educational body and encourager of excellence", which means spotting examples of excellence and promoting them. He adds: "We are an agent for change. What we are trying to do is identify entrenched attitudes inappropriate to the contemporary scene and shift them."

Currently, the RSA is trying to change itself. And, coincidentally, most of its main activities are in a state of flux with decisions pending on their future. In addition, it is about to launch Industry Year for 1986—what Lucas sees as "probably the biggest single initiative we've attempted since the Great Exhibition".

Some changes are being forced on it. Exams are the Society's main activity. Of its 180 staff, 130 work for the examinations board. Ninety-two per cent of the RSA's annual income of £3.5 million is generated from exam fees and exam paper sales. Thus, while the Society's heart may be at its Adelphi building in the Adelphi just off the Strand, its life-blood comes from the modern building in Orpington where the exam board operates.

'Leading in profiling certificates'

Because of "the volatile education scene" the RSA is developing a new financial strategy. More money will be ploughed back into exam development. With the rapid changes in exams, the RSA feels it is essential to invest the board's resources into developing its own services.

Non-revenue earning activities (almost everything else) will gradually cease to depend on exam board income while projects and activities are financed by funds from industry, with a modicum of RSA input.

The RSA's exams focus largely on office and business studies, languages (notably for commercial use) and English as a foreign language.

The Royal Society for Endless Confusion?

Rick Rogers investigates the RSA's identity crisis.

Typing and shorthand account for two-thirds of all exam papers taken. RSA exams are offered in almost 30 per cent of schools.

The Society piloted the forerunner to CSE and is now leading in profiling for pupils with several local education authorities using RSA certificates.

But the exam board faces daunting challenges: a fast declining 16 to 19 population, an office technology revolution, and a public squabble with the Business and Technician Education Council and City and Guilds over the new Certificate of Pre-Vocational Education qualification.

Examinations director Martin Cross says that entry levels for RSA exams are holding up better than expected. There is increasing participation by 16 to 19-year-olds. In addition, the board is moving into new areas of skills assessment and seeking to cater for a wider catchment of candidates. Current developments include re-vamping syllabuses to cover more sophisticated information-handling skills, computer literacy and information technology, plus courses on leisure activities aimed at adults.

It is developing a broad-based modular scheme of information technology qualifications for teachers to be offered nationally in 1986.

Martin Cross is optimistic about the RSA's role in the proposed two-year YTS with its emphasis on vocational qualifications. Several Technical and Vocational Education Initiative schemes use RSA certification and Cross is in discussion with the TVEI Unit on bridging the gap between school and further education.

'Squeezed out of the CPVE'

Teachers' needs for in-service training, especially further education teachers, are being looked at. Says Cross: "Many teacher qualifications are little more than certificates of attendance at training centres. What is needed is some kind of national agreement on competence for teacher training in further and adult education. The RSA is well placed to play a major role in that."

There has been some small-scale work in arts training. Discussions are under way to offer new qualifications for dance teachers. "So far there is nothing available on teaching skills or on theoretical knowledge." A scheme is being piloted in Liverpool for teachers on how to use music in primary schools.

At least part of the RSA's future is seen to be bound up in two national developments—the progress on records of achievement and the new White Paper working party on vocational qualifications. It is the latter which may eventually settle the current dispute over CPVE.

The RSA has been squeezed out of handling the CPVE. Martin Cross says the RSA subscribes to the concept of CPVE and would like to see all pre-vocational courses subsumed into a single body. But it cannot agree with the way CPVE currently works. It is critical of the separation of



Can the organizers of the 1851 Great Exhibition adapt to the year 2000?

general and vocational education and between modes of attendance. It also wants a more criterion-referenced, competence-based approach to courses. As yet there is no agreement on style of assessment.

So the RSA is prepared to hang on to its own pre-vocational courses. Cross argues: "The RSA sees no reason why it should cease to offer part-time provision on a part-time basis that meets expressed needs unless there is some way of involving us in CPVE delivery." Involvement in part-time CPVE courses is the RSA's next hurdle.

After exams, the Society's main commitment—albeit non-revenue earning—is promoting the better use of design in industry. At one level there is the Royal Designer for Industry award—a sort of "academy of the best designers in the country" doing for design what the Royal Academy does for the fine arts. Set up in 1936 it is limited to a maximum of 100 British recipients—of which there are now 70—and any number of honorary RDIs from overseas. The RSA uses them as occasional resources for devising projects, judging students and giving advice.

On another—more practical—level there is the Design Bursaries competition for students. Underpinning it is the RSA's stated desire to shift attitudes. Lucas comments: "Generally speaking, industry is unable to see that new product lines are fed by young ideas rather than by established market research and practice."

The Society reckons that for its size, scope and prestige this is a unique enterprise both here and abroad. Students are set "commercially realistic" design projects, with many colleges building them into course syllabuses. This year 2,500 students competed for £70,000 of travel grants and—the core of the scheme—short-term attachments with one of the 100-plus sponsoring companies.

Jointly funded by the RSA and, more substantially, by industry, the competition has grown steadily since it began 60 years ago. But now the volume of work and the cost are "almost unmanageable". A working party is looking at its future direction and colleges should see changes from 1986/87.

Helen Auty, assistant secretary (design) who organizes the competition, believes it is high time to reconsider what the competition should be doing. She wants to incorporate design areas

'Education for Capability may not survive'

The RSA's major educational project—the Education for Capability Recognition Scheme—is also under scrutiny. But unlike the Design Bursaries competition, it may not survive.

It was set up in 1980 after publication of a manifesto signed by industrialists, educationists, arts and design professionals, but significantly lacking in names of MPs, civil servants and union leaders. The manifesto called for a more unified education system fusing academic skills of analysis and acquisition of knowledge with the exercise of creative skills, competence, the ability to cope with everyday life, and to cooperate with others.

Since 1980, 312 schools, colleges, higher and adult education institutions have submitted projects for recognition. About a quarter (71) have been accepted. But a survey by Education for Capability organizer Janet Jones with consultant Fred Flower found the impact of the Education for Capability scheme was "very uneven". With

current funding due to end in October 1986, a re-assessment has to be made.

Janet Jones sees part of the answer in more regional work. More institutions are now devising projects to fit the newly published RSA criteria for Capability work. She says more schools, as in Leicestershire, are submitting their whole curriculum.

But the general feeling is that the recognition scheme, at least, has run its course. Capability must move from describing what it is to how you do it effectively.

Charles Handy, Fred Flower and Janet Jones would all like a harder campaigning edge to Capability, especially in attacking the barriers to it. They list the university-dominated exam system, earmarking Capability only for the less academic, or "marginalizing" it and leaving the core of the curriculum untouched.

Fred Flower suggests the RSA hasn't quite grasped the scope of what it took on. And there has, he says, been some friction over office space, funding and publications—partly expense and partly concern about what might be said. More practical problems though are tapping sources of funding and deciding just who should be running the Capability project if not the RSA. Admits Flower: "The RSA is ideal in that it does carry weight across all education sectors."

But the RSA does not wish to abandon Education for Capability. Lucas says it is looking "to build into its programme of activities a more or less permanent commitment to sustain such initiatives but in ways which will vary in response to current needs". That means a possible linking of Capability with the aftermath of Industry Year, although the Capability team argue that Education for Capability is wider than the Industry Year concept.

That concept is to encourage better understanding of industry's role in society and its services to the community. For education, that entails more school/industry links, developments in teacher training, and assessing further and higher education's ability to meet skill training needs.

Lucas explains: "Our education reflects and reinforces the anti-industrial culture in Britain. Young people emerge from school largely ignorant of how the country earns its living. The fundamental connection between standard of living, quality of life and industrial success is therefore not understood. Consequently, too many young people doubt the value of a career in industry. I think this is where the connection between Education for Capability and Industry Year begins to come into focus and may point to the direction we shall take with continuing work."

'Bland, management oriented and complacent'

With the DTI partly funding the Year with £500,000 some doubts have been voiced at how independent a line the Industry Year team will take. The RSA and the team vigorously defend their independence. But this does highlight the tightrope the Society seems used to treading.

Certainly, its identity is endlessly confused because it presents such ambiguities: a body with an aura of the prestigious learned society which also runs downmarket exams; an exams board eager for radical changes in how children are assessed and for an end to the traditional exam; a Society that floats innovative educational ideas in a benevolent, establishment-dominated framework.

The other perceived problem is that people just don't know the RSA. "Even a large number of our Fellows don't know how broad the range of the Society's work is nor the real emphasis of our work," says Christopher Lucas.

Doubts then remain over the Society's ability to overcome what one Fellow called "the traditions of the place". Another argued that "a leisurely style and gentlemanly atmosphere is not what is always wanted". Others pressed the establishment aura. Said one: "It needs to widen its net to involve a broader range of outlooks. Too often it seems bland, management-oriented and rather complacent."

Fred Flower had given one indication of how the RSA may work against its own stated aims: "It doesn't seem conscious of the image it has with the public. There is a feeling that it only has to persuade top people about Education for Capability for it all to happen. But they need to influence parents and teachers too."

Lucas, however, seems determined to tackle the three problems of identity, finance and public awareness. A new corporate identity is being discussed involving a possible name change. There are ideas to convert the extensive vaults under the RSA into a conference and exhibition centre, even including shops and wine bar.

That is all part of giving the Society a higher public profile, better member facilities and, crucially, more income. The next stage is deciding just what it should be doing into the 21st century, and how.

FEATURES

Predisposed to violence

Schools' lack of moral confidence contributes to football hooliganism Jean Lawrence and David Steed argue

In the furore about soccer hooligans, it should not be overlooked that, just like every madman, psychopath and delinquent, they have spent something like 15,000 hours in the classroom—less, of course, any all-too-likely truancy.

Mary Warnock may say in her Dimpleby Lecture that teachers are not social workers. But as others have pointed out, it is nonsense to compartmentalize the strands of behaviour which, when woven into a child, predispose him or her to what might be legally defined as delinquency when out of school and be described as difficult or disruptive behaviour in the classroom.

Of course the two are not always found together. There are some notorious criminals who lead impeccable lives in school, and other paragon school careers were a shambles of bloody-mindedness, suspension and expulsion. But all too often there is a relationship.

What this means is, firstly, that schools and criminologists must acknowledge the need to work together, a need not expressed in any real way at present. Criminologists writing on delinquency ask a few questions of teachers but the working of schools and the field of disruptive behaviour in schools are left largely to teachers.

looking for trouble or excitement. Psychologists suggest there is a ripple effect from such people so that it only takes a small number to infect the rest in circumstances where the normal constraints on behaviour may be loosened—that is, among a crowd where identity becomes lost and where anonymity can be assumed—it is possible that normally well-behaved youngsters may be led astray and turn into football hooligans.

In the absence of convincing explanations, government has assumed evil intent and sought a deterrent in punitive sentencing while hard-pressed football clubs have set about fencing the terraces, separating players from supporters, rival groups from each other and adopting a siege mentality with a high degree of visible policing.

Explanations for football violence see it against a background of social and economic change. If these are ignored, then the measures to combat hooliganism will do little to solve it. Indeed, the siege approach may even be counterproductive in that it provides an arena for macho displays of aggression and violence.

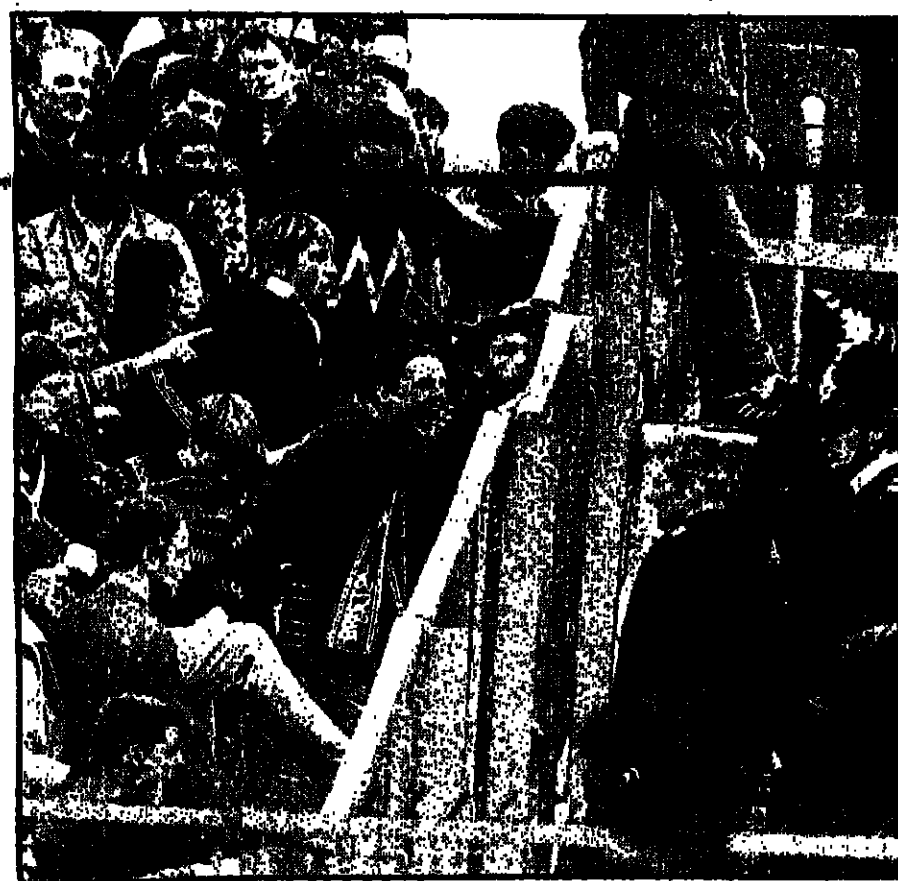
Over the past 30 years the family and the school have changed: more permissive attitudes characterised the sixties and the influence that parents and families exert on the young has declined. Not least of the factors involved in these changes have

ethnic, social, religious, gender, handicapped—so their clarity and decisiveness in promoting moral and personal development has become dissipated and clouded. Faced by a multiplicity of norms and the increasing difficulty of finding single formulae many schools under the guise of pupil choice, have abdicated their responsibility and for the sake of the quiet life, have settled for compromise.

The third major element which affects the situation is unemployment. Unemployment among young school-leavers produces a high level of frustration, boredom and alienation and it should not be surprising that many may seek an alternative identity and self importance in acts of daring or violence.

If, as we suggest, there is a degree of failure both of the family and the school then negative sanctions from the courts and a penal response from the Government will not suffice. Long-term measures are urgently called for which involve a reassertion of positive parenting and programmes both in primary and secondary schools to promote moral and social development.

The current moves towards rapprochement between parents and schools need to take account of their joint needs to socialise children and prevent anti-social behaviour. Schools should



Has the lack of social and personal education put the terror into terraces?

'Even experienced staff are flummoxed'

Yet, some European research suggests, the same processes are involved in delinquency and disruptive behaviour in schools.

Not enough weight is attached to the seriousness of disruption in our schools at the present time. There are many schools where the price of "peace" is the acceptance by teachers of the simple refusal of many pupils to conform and to learn. Difficult classes abound, especially in the inner cities, and even experienced staff are flummoxed by their inability to cope in some of the difficult schools created by reorganization.

From our survey of 85 headteachers in England, and from research we have done in other parts of Western Europe, we have good evidence that over the past 10 years or so younger children than hitherto have begun to show signs of being very difficult to handle. Some principal educational psychologists support this belief. So does our monitoring of incidents of disruption, for one day, in 77 primary schools. Nearly half (46 per cent) of the headteachers in our survey from schools of all degrees of difficulty felt problems relating to disruptive behaviour were increasing.

What influences people to behave like the supporters of Chelsea and Millwall? No-one doubts that there may be some who go to football

been the growth in the employment of women and new attitudes to marriage and sex.

Housing policies and demographic change have further and simultaneously broken up patterns of community and close-knit kinships and families reflect trends to more openness, less emphasis on rules and authority, less role specificity, wider recognition of children's rights and less confident directions in social learning and moral choice.

One significant feature in this trend is the increase in the number of single parent families. Many parents are now both young and inexperienced without support from close family, without clear modelling of appropriate parental behaviour. In addition, they may face mounting pressures from poor housing, poor health and insecurity from low wages.

This failure of the family to socialize is compounded by the failure of the school as an agent of secondary socialization. Schools have been quicker to respond to what has been perceived as the cognitive needs of children than they have to identify what are the emotional and affective needs of children and to encourage moral and personal development.

As schools have responded to their understanding of the wide needs of both boys and girls,

'Negative sanctions will not suffice'

teach parents what they know about this. Pastoral care and PE staff also need to exert their full influence on pupils.

Meanwhile, local education authorities should formulate or review their policies on disruptive behaviour in the primary schools, looking carefully at nursery provision, at training and support for staff, especially reception class teachers, and at appropriate intervention measures. That the demands of this work should be reflected in adequate pay for all teachers is obvious.

Disruptive pupils should be recognised fully as children with special needs—something that was no more than hinted at in the Warnock report. This should open the way for adequate resourcing of work with such children and in turn to suitable training for all staff working with disruptives.

The fact that football hooliganism is worse in some clubs than others shows there may be local factors which precipitate it. But it remains true that there are general predispositions which give rise to it and it is upon those that schools can and should have an impact.

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The authentic fallacy

Tony Whelpton finds a lot of crooked thinking in proposals for new 16 plus foreign language exams



Will the new approach mean pupils are less well prepared for real-life language use?

One of the key-words in modern language teaching today is "authenticity", and, along with "communicative competence", this concept figures prominently in the recently published National Criteria for French on which the new GCSE syllabuses and examinations – not only for French, but for all languages – are to be based.

But authenticity poses certain problems, and it is necessary to be quite clear both what is meant and what is intended. Authenticity is the quality of being genuine, of being put forward in the new syllabuses. It is my belief that there is a high degree of crooked thinking in evidence.

Where the use of authentic materials is concerned, there is little real problem. It clearly makes sense to use genuine material from newspapers, broadcasts and tourist brochures, where available and suitable. It is none the less necessary to approach this with common sense, because the use of material which is unsuitable on grounds of difficulty or subject matter cannot be educationally justified on the grounds that it is

authentic, whilst otherwise suitable material which has been edited or specially written should not be regarded as non-authentic if it might plausibly be thought to be authentic.

Where examinations are concerned, however, it is a different matter. National Criteria for French state that all tasks set are to be "authentic and useful outside the classroom".

Unfortunately (or perhaps fortunately, because it means the issue is not yet irremediably decided) they do not define "authentic". The people who have so far been most influential, however, (and who, for the most part, have had little experience hitherto of examining) take a very narrow view. Their attitude may be summed up thus: "When, in real life, do you ever have to describe a series of pictures?"

To realize the inconsistency of this attitude, try asking similar questions about the examination tasks they accept: in real life, when do you sit down opposite another Englishman and answer questions in French to which he already knows the answers? When do you sit down at a desk

listening to a broadcast, and then write down answers to questions? The whole examination situation is non-authentic, being based, like fiction, on a willing suspension of disbelief, with all parties recognizing that it is at best only a simulation of reality, which none the less may have real value.

Consider this example. In a basic writing test it was suggested candidates might write a phone message they had taken for a French person they were staying with. One of our most eminent planners, accepting that writing such a phone message was a good communicative task, was inclined to reject it unless the phone-call were actually heard. It would indeed be better, but it would be impractical to supply tape-recordings for every centre just for this item, and such a procedure would not be allowed by national criteria anyway. This useful idea is jettisoned.

Consider another example, which goes to the heart of the matter. One of the most frequent uses to which language is put is to tell someone else, either in speech or in writing, about an incident in

which you have been involved, or which you witnessed, or in which someone you knew was involved. It is therefore undeniable that to practice using language in this way is both authentic and useful outside the classroom, and it would therefore constitute an acceptable task at least at extended level, for a GCSE examination candidate.

The problem is, how do you test such a thing? There are a number of possibilities. You might, for instance, give the candidates carte blanche to tell of any incident they wished. Unfortunately this would lead in many cases to the rote-learning of previously written material, and whole classes regurgitating the same story (anyone who would deny this has clearly not had wide experience of public examinations). Moreover, even if this were not the case, it would be rather unfair to leave candidates to decide whether the situation they chose to describe made reasonable or excessive lexical or structural demands upon their resources.

The answer must surely be to present candidates with a standardised situation, and the method which is fairest and most effective because it does not involve comprehension or translation and does not give anything away in terms of vocabulary or structures, is to use a series of pictures. But this is one of the very tests the advocates of "authenticity" despise. However, since it is at least as authentic as many of the other tests they do accept, one is tempted to assume that they only despise it because it has already been used in the examinations GCSE is destined to replace.

There is a two-fold danger here that modern language teachers would do well to recognize and resist:

● too narrow an interpretation of the term "authentic" might well lead to the elimination from examinations, and hence from the classroom, of some exercises which are indispensable rehearsal mechanisms for later, real-life, language-use.

● restricting examinations to the kind of exercise favoured by the blinkered advocates of authenticity-at-all-costs will lead to pupils being inadequately prepared for some tasks they might well ultimately meet in real life. I do not believe many teachers really want this to happen.

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Sweet taste of success

But is this stockbroker belt school teaching the facts of life or the unacceptable face of capitalism? Nick Baker asks.

For a moment, the assistant manager of the National Westminster's Camberley branch looked perplexed. Had his ears deceived him, or had one of the three clients approaching him for a company loan used the word "cholesterol" instead of "collateral"? After all, the business in question was related to the confectionery retail trade. But surely a managing director so in command of her facts and figures, backing up the request for overdraft facilities with impressive market research, should know the difference. Luckily, the assistant manager was in forgiving mood, not only because he recognized a good investment when he saw one, but also because the three investors across the desk had an average age of 12.

For all members of Dick Woolley's fourth year class at Ravenscote middle school in Surrey, an important part of maths learning is the practical study of economics. Woolley, deputy head and an economics graduate, believes that the facts of life about Britain's economic system are largely ignored by mainstream teaching, and that a study of basic economics, focusing on the activity of the stock market, is useful and enjoyable applied mathematics.

For the past four years, he has turned his 12 and 13-year-old pupils into investors for a term. After an explanation of what the Stock Exchange is and how it works (which includes a visit) Woolley allows each member of his class a notional £5,000 to invest in a portfolio of four companies of the pupil's choice. The young investor then follows the fortunes of the companies, logging their ups and downs and trying to relate them to City trends.

Assiduous use is made of newspaper and teletext financial data and some pupils even find themselves tuning into financial broadcasts rather than breakfast pop music.

More importantly for Woolley, the resulting pie charts, histograms, graphs and diagrams had real meanings, linked to pupils' personal choice of companies. He encourages pupils to choose companies which they can relate to personally, so shares in Beechams products, Marks and Spencer and High Street banks are popular, and the bigger companies are happy to send details of their operations.

Every week, the classroom noticeboard shows two lists – one entitled "Suicides' Corner", where the poorest investors' names are displayed, the other entitled "Millionaires' Row" for the more successful investor. Naturally, much depends on luck, and Woolley is quick to acknowledge this.

This year, Dick Woolley decided to extend his use of practical economics in the maths class, by getting the group to form their own company. Ideas like shoe and car cleaning were discussed, but the most popular choice was a confectionery retailing business, or in plain words, a tuck shop.

For Ravenscote School, this was a challenging choice. As a matter of policy, the school has never sold sweets to its pupils, whose teeth are seen as more important assets than their small change. The headmaster tested parental opinion, stressing that sales would only go on for three weeks and that there would be educational benefits.

Eventually, Friar Tuck plc was given the go ahead, and armed with their knowledge of the Stock Exchange, the pupils in Woolley's mathematics class decided to raise £150 capital by

issuing 1,500 shares at 10p each. The shares sold well, and realistic share certificates were printed and issued. Meanwhile, another class was commissioned to undertake detailed market research in the school, to find out how much disposable cash pupils were likely to spend with Friar Tuck, what lines would be popular and how much stock would be sold within the limited life of the business.

Its findings were to be proved gratifyingly accurate. At the same time, Friar Tuck shareholders elected a board of directors, and approached Mr Andy Campbell, ex Chief Executive of Esso in Eire to be chairman. Attracted by the business's market potential, Mr Campbell jumped at the opportunity. The fact that he is a Ravenscote governor and a parent at the school may also have had something to do with it.

The Friar Tuck board, prompted by advice from Dick Woolley, decided that in order to achieve greater financial flexibility, loan facilities needed to be negotiated. So armed with the market research findings and the share capital, three board members (the managing, advertising and financial directors) approached NatWest.

Managing director Jane Hodson was pleased to project so seriously. At first, the three directors found some of the terminology hard to get to grips with but eventually they got their overdraft – a notional allowance of £150. "We had to convince them we weren't just going to walk off with it",

Eventually, after consultation with a representative from a soft drinks giant (one of the parents is a Corona director) and a publicity

campaign based on the prize of a guided tour round Concorde (another parent is a British Airways pilot) Friar Tuck started to trade. Three weeks later, at the extraordinary general meeting to announce the company's voluntary liquidation, the chairman gave details of a record 20 per cent premium to the lucky shareholders, who unanimously agreed to donate the £99 profit to the Royal National Lifeboat Institution and the Bradford Football Disaster Fund.

It could be argued, that with both the stock exchange and the company exercises, the Ravenscote children are being subtly indoctrinated with the Thatcher ethos, that so admires the entrepreneurial spirit, the small business, the generation of wealth through the profit motive. For example, was it possible to discuss with the young entrepreneurs what Ted Heath called "the unacceptable face of capitalism"? Should the moral dimension about investing with companies like Rio Tinto Zinc and Barclays Bank be discussed?

Dick Woolley says there is a duty to teach the facts about the society we live in, and that society is a capitalist one. As far as moral decisions are concerned, he feels that these would be a distraction from the main point of both exercises, which is practical mathematics.

Another possible criticism is that Surrey, the Tory heartland of the Home Counties, is rather a predictable place for such work to succeed. Dick Woolley found his stocks and shares exercise worked just as well in his previous school in a mining community in Nottinghamshire.

Judging by the parents' reaction at Friar Tuck plc's extraordinary general meeting, the exercise was a great success. But didn't this sort of teaching have as much political content as peace studies or anti-racist lessons. One parent, Tony Duham, a management consultant, saw the value of learning in the project "more in terms of the value of personal participation than in political content". Meanwhile, the last of the assets of Friar Tuck plc (some home-made sherbert) were being quietly disposed of by some (ex) shareholders.

Review

Natural selection?

Last week's European Court decision – that Britain was guilty of sex discrimination – means that our existing immigration rules will have to be changed. Mark Bonham Carter takes a candid look at the rules, for both adults and children, and at how they came into existence

Immigration Control Procedures: Report of a Formal Investigation. Available free from The Commission for Racial Equality. Children, Nationality and Immigration. By Kathryn Cronin. The Children's Legal Centre £5.00. Multiples of 10 copies £40.00 inc. postage, 20, Compton Terrace, London N1 2UN.

Immigration Control Procedures, a masterly and devastating analysis of the way in which our immigration and nationality laws actually work and are administered, was born after a difficult pregnancy. Children, Nationality and Immigration, written by Kathryn Cronin for the Children's Legal Centre, is a guide through the labyrinth of legislation that has been passed in this country since 1948 to protect young innocents from its inhumane consequences: a guide for children, but no child's guide, such is the complexity of our laws.

But first it is necessary to clear the ground. It cannot be contested that governments have the right to control immigration. The population to which a government is responsible can reasonably demand to be protected from the immigration of undesirable persons, spies, drug racketeers, criminals, etc. But such is not the prime purpose of the immigration laws that exist in this country today. If we forget the expulsion of the Jews in 1290 and their readmission by Cromwell and Charles II in the 17th century, the first immigration legislation in the modern sense was the Aliens Act of 1905, introduced to limit Jewish immigration from Eastern Europe. Opposed by the Liberals when in opposition, they did not repeal it when in office. Very similarly, the Commonwealth Immigrants Act (1962) was opposed by the Labour Party but not repealed when they won power.

The prime purpose of this kind of immigration legislation has not been to protect the realm from spies or other undesirable persons, but to exclude members of certain "racial groups", in the first place Jews and more recently people from the Caribbean or the sub-continent of India. This kind of legislation is objectionable in principle and in practice. The principle is that it is wrong to exclude individuals as members of a racial group. They are not judged on their individual merits but as Jews or blacks or Asians; they are classified, in effect, as undesirable. This is what is meant by discrimination in the Race Relations Acts of 1965 and 1968 which demand that people should be treated equally, irrespective of their colour, race or national or ethnic origin. At the very outset, therefore, we confront a stark contradiction between our immigration laws and our domestic law.

Practice is more contestable, but it can be argued that the effect of immigration legislation since 1962 has been to increase the immigration of members of those groups against who it was

directed. The argument rests on two legs. Until the imposition of controls, immigration into this country conformed very closely with job opportunities. As unemployment rose, so immigration dropped and vice-versa. The effect of impending restrictions on immigration was to distort this pattern. The prospect of legislation produced a surge of immigrants determined to beat the ban. Second, it led immigrants settled in this country to bring in their dependants. Once immigrants bring over their wives and children they put down roots that are likely to endure. Such is the argument from practice.

The conclusion is simple. Immigration legislation such as has been introduced in this country in 1962, 1964, 1968, 1971 and 1981 is wrong in principle and stupid in practice. The consequences are dire. The quality of life in the whole of society is affected and the standards of administration are degraded. It is very difficult to administer bad laws well.

These consequences are recorded in devastating detail in the CRE Report and the Home Office is inevitably the chief victim. Few people would deny that because of the rag-bag of duties the Home Office is asked to perform, it is accident prone. But at the same time it creates traps for itself into which it regularly falls. The CRE Report was prompted by the virginity tests applied, as far as I know, exclusively to female, Asian immigrants.

It demanded a public inquiry into the administration of immigration procedures. The Home Office predictably resisted this demand and was over-ruled in the High Court. Hence the formal investigation of which this report is the result.

At the heart of the CRE's criticisms of the Home Office procedures lies the attitude of the Home Office to the administration of the law; it is that it is more important to keep people out than to protect the rights of those with a statutory right to enter, "the prevention of abuse and evasion... are accorded a higher value than the interests and welfare of those with a rightful claim to come to the UK". Second, administrative delay is used as a means of controlling the numbers who enter this country. Until 1982 applicants from Bangladesh and Pakistan could generally expect to wait one-and-a-half to two years for their first interview. In India, waiting times have been shorter but rarely fell below seven months at the



Mrs Sohrab Balkandall (left) and Mrs Arcey Cabales who, with Mrs Nargis Abdulaziz, brought their cases to the European Court of Human Rights in Strasbourg after being refused permission for their foreign husbands to live with them here

time the CRE Report was written. And after the first interview, applicants might have to wait further months while further enquiries were made and "many cases would take several years to reach a conclusion". The use of bureaucratic rights is indefensible.

Nor are these deliberate delays confined to applicants in the sub-continent of India. Settlers in this country who applied for citizenship under the Nationality Act (1981) were subject to comparable mistreatment. The Home Office excuse is that there was a surge of applications at the end of 1982. That surge was the foreseeable consequence of the Home Office's own Nationality Act. The transitional period under which Commonwealth citizens have the right to register as British citizens ends in 1987. Will the Home Office once again be caught unprepared by another "surge"?

When Sir Geoffrey Howe was recently in Prague he drew the attention of his hosts to the importance of enabling divided families to be reunified. I hope he sent a copy of his speech to the Home Secretary, for it appears that the UK does not accept that there is any basic right for

wives and children under 18 to join their families settled in the UK. So families are kept apart by the deliberate delays to which I have referred, which is not only inhumane but imprudent, for the earlier children who are going to settle in this country are brought here, the more useful citizens they will become. Second, reunification is made more difficult because the Home Office do not accept that "it is far worse to refuse a genuine applicant than to admit a bogus one". It is the refusal to accept this principle that bedevils the whole system which is made still worse because the legislation throws the burden of proof on the applicant. How do you prove that you do not propose at some future date to evade the law? But that is what visitors from some countries are asked to do.

Of all the provisions of the law and the rules that derive from it, the most manifestly monstrous is the treatment of women settled here who wish to marry men resident abroad. The reason for the restriction on the admission of husbands is based on a fear that arranged marriages will be used as a means whereby men who would otherwise be unable to settle here would be able to evade the rules. It is openly sexist and, as administered, transparently racist. As Professor Jackson recently pointed out in a minority opinion the rules directly restrict the freedom of British citizens "in the exercise of a right that is recognized by many societies as fundamental – the right to marry according to choice and live in the country of citizenship". We must be grateful to the European Court for declaring our immigration rules unlawful because they discriminate against women. It would have been better if the Government had recognized this obvious fact itself.

The situation set forth in the CRE Report is the reason why a handbook such as Children, Nationality and Immigration is necessary. It analyses and explains the relevant laws and the ways in which children are affected by them and their mode of administration. It points out the

our immigration and nationality law and practice are children, and that when, for example, the Home Office decides to refuse entry to one child or deport another, it has no duty to consider the welfare or interest of the child in question, unlike the divorce courts. It is essential reading for anyone advising families seeking to exercise their right to enter or remain in the UK. It is sad that this guide should feel bound to offer the following advice: "It is important to re-state that no parent, teacher, social worker or other helper should approach the Home Office before seeking reliable and confidential advice...". Such is the standing that the Home Office, the nearest thing to a Ministry of Justice that we have, has acquired.

It would be interesting to know what action has been taken by the Home Office to deal with the manifold inhumanities that the CRE Report reveals.

The lust to be useful

David Martin on British sociologists

Essays on the History of British Sociological Research. Edited by Martin Bulmer. Cambridge University Press £25

This is a modest and useful volume, modestly and usefully edited by Martin Bulmer. It is dedicated to the memory of Philip Abrams who was Professor of Sociology at Durham and who died in 1981 in the middle of a distinguished career. Philip Abrams took an important part in the promotion of sociology, in particular at Cambridge in the late 1960s, and among his interests were the history of sociology and the uses of sociology. These interests are commemorated in this volume. The core of the book is made up of papers delivered in October 1981 at the sociology section of the British Association, of which Philip Abrams was President, and includes his presidential address on "The Uses of Sociology".

That address provides the theme of the book, which is the lust of sociologists to be useful, and the fragmentation of that usefulness. Not only has sociological effort been fragmented in the way Abrams (and Bulmer) describe, but also blunted by opponents and starved of funds. Abrams commented in his address that the SSRC, which (in 1979) provided 20 per cent of the total funding for sociological research, produced just over a quarter of a million pounds for both sociology and social administration – the equivalent at adjusted prices of one of Booth's 17 volumes, and bearing no comparison with the £30m which in 1972 the American government provided for sociological research and development.

The nub of Abrams' argument concerns the different styles of usefulness, from the vain attempt to construct an authoritative Policy

Science to "Advocacy" and the slow and painful business of Clarification and Education. Abrams concludes (page 193) that "By way of the endless crises and debates and fragmentations of British sociology since 1914, the terms of social thought, the language of politics, the basic concepts of social understanding have been changed, and changed in ways directly traceable to the diffusion of sociological wrangling...". I would agree with him that because of sociology (in spite of what seems to be a great deal of daff utopianism and inability to assess the opportunity costs of different alternatives) society is now understood more sensitively and sceptically, and simplistic solutions to social problems have been rendered generally incredible.

This book traces some of the processes by which that has been achieved, though its aims are somewhat more limited than its title might suggest. You have to read the careful restrictions in scope delineated by the editor to gauge its real usefulness, otherwise it appears to leave out vast tracts of endeavour, particularly of recent years, and to concentrate on the intellectual genealogies of oddly selected coteries. As Bulmer points out, the main focus is on the period up to 1950, and much of what is written concerns the pre-history of the subject. The word "research" means simply empirical research.

The pre-history of sociology is found partly outside the university and partly outside the

official confines of academic sociology. Much of what we have here is taken up with the sort of interchange, or lack of interchange, between what went on in (say) the world of The Government Social Survey or Mass Observation, and the LSE and what transpired, or failed to transpire, at Oxford and Cambridge. Or else it is taken up with initiatives and developments that have overlapped sociology from time to time, like Eugenics, Social Biology and new Statistical techniques. There is one particular intellectual genealogy which runs from Eugenics and the Department of Social Biology under Hogen in the 1930s to the work of D V Glass and others in demography and social mobility. There is another intellectual genealogy running from Malinowski and Radcliffe-Brown and fructifying sociological theory. This book enables one to pick out a whole series of such genealogies.

What it also helps one to do is to locate some of the creative outsiders of social enquiry like Patrick Geddes, who influenced the town planning movement and Tom Harrison and Charles Madge who were key figures in Mass Observation, and the group associated with the Institute for Community Studies. The Institute exercised a great deal of influence at one time, bringing news to the Sundays from Bethnal Green and elsewhere, and the article by Peter Willmott provides one with some idea of its objectives, career, and eventual fate.

Perhaps the most enjoyable essay is that by Edward Shils who analyses the problems of sociology in getting itself established, and the way Oxford and Cambridge manage to keep the subject at bay for so long. He shows how after the last war the LSE expanded, and sociology with it, attracting the offspring of foreigners and immigrants, and a group of "provincials" of lower middle and working-class background. These were to be the first generation of fully-fledged professional sociologists (and as such are given an essay to themselves by A H Halsey). When the broader expansion of sociology occurred it was often those from this postwar LSE generation who ran and populated the new departments. Shils attributes the enthusiastic reception of the books of the Institute of Community Studies, and works like Hoggart's *The Uses of Literacy* to the way a new awareness which was developing of society outside Westminster, Oxbridge, the higher Civil Service and *The Times*.

Yet sociology remained unlucky in that its establishment coincided with growing aspirations among British students. Many sociologists were, for a while, in the forefront of the agitation (as well as in the forefront of the opposition) and for a while there was a lot of sectarianism: schisms, cells, and gurus succeeding all the way from Alvin Gouldner to Althusser.

However, it does seem that these enthusiasms have now worked themselves through, and are being replaced by a more sober concern for the accumulation of knowledge and the development of middle-range theory. Certainly today's students have a sobriety and openness of mind such as characterized many of the Victorian and Edwardian precursors of sociology who, as a major focus of concern in this book.

Tantalize, popularize

The Nineteenth Century. Edited by Asa Briggs.
Thames and Hudson £18.00, (1 500) 04013 3.

At its first publication in 1970 it was inevitable that a large-format, lavishly illustrated book should be described as light reading in the heavy coffee-table style. It was also bound to happen that some critics should go through the exercise of pointing out that the nine essays and too little about this and too much about that. Nevertheless, praise was unstinting and straightforward, mainly for the editor. It was a little like Henry James's comment about Matthew Arnold: without him (in this case, Lord Briggs) the whole tone would have seemed more stupid and more literal.

The text is concise and expert in the way that we have by now become accustomed to television expertise. In 15 years the box has done a great deal for the popular but serious presentation of history, politics and the arts. A decade and a half ago *The Economist's* review drew attention to the problem of balancing the quality of text with the quality of picture. By now we have been both disappointed when from serious television projects when they repeat the story instead of helping us to ferret out a little more about something in particular and pleased when they refresh our memory of an interest which has been skilfully stimulated.

The proper comparison this time is with other popularizers: we have been spoiled with paperback editions of L. T. C. Rolt, Eric Hobsbawm, Terry Coleman, William Gaurant and others who have revealed parts of the 19th century in texts which are portable and certainly not as demanding in physical terms

as two columns of smallish print to the page.

This survey is at its best when it sweeps through a subject in the way that Asa Briggs's first chapter brings together politics, the arts, social and economic trends, morals, fashion, style and technology. There is the same quality about F. M. L. Thompson's section on world agriculture, Marcus Cunliffe's essay on the making of America and Seton Watson's description of the expansion of Russia. Each of these could be read as a short, separate and enjoyable essay. Nevertheless, in the editing we can enjoy the mixture of statement and judgement which leaves the reader to decide how things fit in with each other. The book succeeds in leaving it to someone other than the author or editor to have a view as to whether urban life was depressing and repugnant and whether people a hundred years ago were (as Herzen thought) unlikely to be shaken from their sleepy contentment with such trifles, as he described them, as railways, newspapers, telegraphs and cheap goods.

It is these very trifles which allow the present-day reader to have a view about whether the book quotes Paris and Bohemian life too often, whether Zola is given too much space and whether the 19th century was sick. The idea is quoted once as the view of several advocates about urban planning and once as a description of the disease of modern life. It takes the narrative on to the idea and origin of modernism. It also takes the reader on to the doubting and questioning of the last decades of the 19th century. The change of views about individualism, puritanism and reform is quickly described and, tantalizingly, there is a reference to moral reform movements in Islam and among the Hindus of

India. Laymen would like to have been told more.

To what and to tantalize at an unfrivolous level is what books of this kind should do; if we need to know more about family life, domestic discipline and organized drudgery, we must find out for ourselves. If we really want to understand the meaning of nationalism for Serbians and Bulgarians, then we must specialize and read more deeply. The select bibliography is big enough for us to assume that it contains nothing that is not good. But what a reprint cannot guarantee is that new evidence and new arguments have not drastically changed a particular perspective.

Behind it all, the illustrations really are of the kind which enable - so expert too is the captioning - the reader to get a good gist of each chapter before it starts. It makes for an unusual process of reading and it promotes too generalized a sense of familiarity to satisfy the close student. But it never misses out a date, a name or a title where to do so would irritate the reader. It is never careless about the reader and it is never either excessively knowing or condescending.

Certainly it has its oddities: one critic in 1970 asked why Bismarck should be mentioned 26 times and Gladstone never. Another asked why the chapter on war and pacifism should refer, in the contents pages, to pacifism.

Despite looking like something solely for the coffee-table, it sharpens the mental appetite, improves awareness and does, with serious intent, everything that a good popularizer should achieve. Samuel Smiles (with eight mentions) would have approved.

J G Owen

Facts or fancy?

Fantasy and Reason. Children's Literature in the Eighteenth Century. By Geoffrey Summerfield.
Methuen, £20, 416 35780 6.

Geoffrey Summerfield is a little like Smollett in writing with "a generous indignation against the world and vicious disposition of the world". *Fantasy and Reason* is a polemical book, engaging in brisk battle with proto-Grandinists who sought to devalue imaginative experience in favour of fact, and tracing through the 18th century a line of argument that culminates in Book V of Wordsworth's *Prelude*. It is a book based on a strong position concerning the psychological significance of fantasy but it suffers from the fact that this position never becomes fully explicit, not even in the Afterword which offers some brief hints towards an explanation of the power of fiction to promote "wholeness" and to raise basic questions about what it is to be human. The discussion seems in consequence curiously arbitrary in its development, lacking a single focus. It begins with an account of Locke's "reasonable, tentative, moderate, generous" - as a pervasive influence on 18th century attitudes to children. This benign but perhaps unexciting strain culminates at the end of the century in Anna Barbauld's *Evenings at Home* which is seen as "sensible most of the time, empirical, useful and short on imagination and poetry". Locke himself had acknowledged the importance of imaginative experience, recommending Aesop's *Fables* and *Reynard the Fox* as suitable reading for children, but his followers were less generous and Summerfield shows, for example, the sinister reductiveness of such popularizers of Locke as Thomas Day's *A Pretty Little Pocket Book*, dismissed as "the work of a thoroughly trivial, commercial, and disinclined mind". Later examples of didacticism are similarly scorned: Sarah Fielding's *The Governess*, *Goody Two-Shoes*, Thomas Day's *Sandford and Merton* and there are entertaining but disturbing accounts of some of the wilder educational experiments, fostered in the latter part of the

century by a new interest in child development. The most pathetic victim was the unfortunate child of Benjamin Franklin who died aged six after a life devoted to his father's said, "to elegant and rational pursuits" and who wrote to his mother on his fourth birthday: "I have got several new books; Mrs Trimmer's English Dictionary; Mental Improvement, by Mrs Priscilla Wakefield; and a Latin Grammar, and English Prints". This is absurd, but fortunately its absurdity was widely recognized. The danger lay in less extreme but more pervasive forms of rationalism.

All this is entertaining and depressing by turns. The more positive side of the book concerns those who actively championed the imagination, especially in folk tales and fairy stories. Summerfield cites Coleridge's enthusiasm for such stories in *Tom Hickathrift* and *Jack the Giant Killer*; he comments that "for over a century, such tales had survived in a state almost of outlawry", but his own account shows that these stories were valued by many of the greatest minds of the age (Steele, Johnson, Boswell, Crabbe, for example) and their influence must have been widely felt.

Theoretical support for them becomes strong towards the end of the century through a new sense that the power of fiction is "beyond the analytic scrutiny of reason". Maurice Morgann's essay on *Faust* is seen as important here and the writings of such little regarded critics as Sarah Trimmer and Joseph Potts. Potts indeed is interesting in seeing "an affinity between the blandishments and beguiling ideas of romance... and the spiritual and transcendent ideas of religion", an idea that seems worth exploring further, though here it is given cursory treatment. Isaac Watts, for example, is attacked as a man whose writings for children are "essentially pernicious" because he "wants to have it both ways; to expel the Pagan bugbears, but to keep the Christian bugbear of the Devil". But fear of the Devil and the world of Old Testament "romance" must have been the major source of imaginative experience to many children in the 18th century and this needs more sympathetic and probing treat-

ment than it receives here.

Another aspect that is largely ignored is the important current of ideas on sublimity and passion. Addison's *Spectator* essays on "The Pleasures of the Imagination" are discussed approvingly and it is noted that "the dark mystery of pleasurable terror continued to tease the eighteenth-century mind", but Dennis, Burke and Collins do more than "tease" and a book so centrally concerned with the opposition to reason in the period limits itself by ignoring them.

Fantasy and Reason is at its best in the discussion of individual works rather than the sweep of cultural history and there are acute accounts of Blake's *Songs of Innocence*, Book V of *The Prelude* and the novels of Maria Edgeworth as well as of many products of the new vintage, firmly established only in the 1790s, of writing for children. At a timely point perhaps in the country's educational history *Fantasy and Reason* reminds us of a battle that is never finally won.

John Chalker

Play on

Directing in the Theatre, second edition, by Hugh Morrison (Adam and Charles Black £5.95) is a chatty overview of almost every conceivable issue, great or small, a director's mounting counter during the course of a play. Indeed, Morrison has succeeded in packing a lot into this slim volume, while also conveying the sense of creative excitement every director should feel if he or she is to do the job well. On the debit side, his penchant for using large chunks of text from plays to "illustrate" certain points - the general discussion is of much greater value - along with his occasional flights into the touchy-feely prose of theatrepeak make this book, at times, more than a little irritating. But such indulgences aside, the main aim was to write a practical, up-to-date guide for drama students and teachers, as well as novice directors. To that end, Morrison has achieved his goal admirably.

Linda Joffe

The languages of Britain

by Patrick Hanks

Language in the British Isles. Edited by P. Trudgill.
Cambridge University Press £37.50, 0 521 24057 3, £12.95, 28409 0.

This is a carefully balanced collection of essays about a remarkably unbalanced subject. Language in the British Isles consists of standard English, surrounded by a few sad remnants of once great cultures such as Irish, Scottish Gaelic, Welsh, and some nonstandard dialects of English itself. Standard English is overwhelmingly the language of power in these islands - political, financial, social, and cultural power - and has a fair claim to being the most powerful language in the world. As several articles in this book make clear (eg Professor Aitken's account of Scots), Standard Southern British English has had a devastating effect on its neighbours, including its closest relatives. The Yiddish scholar Max Weinreich once remarked, "A language is a dialect with an army and navy". English has several armies and navies at its disposal - two of which within the British Isles alone. There are other languages (and dialects) in the British Isles, but in the power stakes they come nowhere.

The book is a collection of 33 essays by distinguished scholars, divided into four parts: I English, II Celtic Languages, III Other Languages, IV The Sociolinguistic Situation. The result is something of a curate's egg. There are some quite dreadful contributions, including a superficial attempt by Trudgill himself to do the impossible - to characterize Standard English negatively, by drawing attention to common features in other dialects that are not present in the standard. There is a disappointing piece by L. Milroy entitled "Urban dialects in the British Isles". Urban dialects are a fascinating subject, but Mrs Milroy rightly gives prominence to the American sociolinguist William Labov, but the reader who turns to this article hoping to find out about features of British urban speech discovered by British Labovians, or what it is that makes urban speech different from rural, occupational, or standard speech, is in for a disappointment. The article is little more than a critical survey of an overextended bibliography on some dialectological and other linguistic matters - not all of them urban. Mrs Milroy fails to get to grips with such questions as the role and extent of code

switching in cities and whether urban dialects are qualitatively different from rural dialects.

A more ruthless editor would have rejected the contributions of Trudgill, L. Milroy, Shuen (on Highland and Island English), Barry (on Manx English), and Wakelin (on Cornish English). The inadequacies of the last two of these may be due more to poor editorial policy than to shortcomings of the contributors. Trudgill (as editor) clearly decided that Celtic areas were to be given special attention. So, not only is a full quarter of the book devoted to Celtic languages, but also English is specially surveyed in each area where there might have been influence from a Celtic substratum. In his brief article, Wakelin makes it clear that, in Cornwall at least, there are few traces of such a substratum, and that Cornish English is not of special interest in its own right. This being so, it is a pity that the editor did not make space for discussions of more interesting varieties - the dialects of Devon, Somerset, and Dorset, perhaps.

Part II, on Celtic languages, is also of mixed quality. R. L. Thomson, both on the history of Celtic languages and on Manx, offers a breathless rush through a dense mass of facts. The presentation would have benefited from fuller use of examples, with tables and paradigms - even if that had meant presenting fewer facts. Few concessions to the non-Celticist are apparent, and this is also true of Cathair O Dochartaigh on Irish, Welsh and Gaelic are better presented - but an underlying problem remains: just how do you write a summary of a language in a few pages? The power of most of the contributions to parts I and II of this volume, seems to be, concentrate on the phonology. Phonology appears fixed and finite: even Irish has only a few phenomena (a maximum of 53, apparently, though the full set of distinctions is not made in all dialects). The phonology can be described succinctly in a few pages, both phonetically and historically. Throw in a few remarks about syntax and (if you're brave) vocabulary, and hey presto, you have an article for Professor Trudgill.

But enough of carping. There are some superb and valuable essays in the book. Gwyn Abery on Welsh, Alan Thomas on English in Wales, and Alan Bliss on English in Ireland provide models of clear exposition. It is hard to imagine how short summaries could

be done better. Aitken's two contributions on Scots are learned, witty, readable, and full of insight. They add up to a major piece of scholarship made available to a wide audience, the quality of which encourages tolerance of any slight inelegance of organization.

Part III of the book provides an agreeable interlude, with essays for dipping into in an idle moment (notably Ian Hancock's accounts of Rumanian and of Shelta and Polari).

But it is part IV to which non-linguists (especially teachers and educationists) will turn most eagerly. Here there are lucid and dispassionate articles by Euan Reid and Marilyn Martin-Jones on language issues affecting immigrants and education. These should be on the first reading lists of every prospective teacher, along with the two accounts of Black English that the book contains. David Sudcliffe makes a fascinating and hold attempt in Part I to characterize this impossibly complex subject, while V. K. Edwards contributes an equally brilliant piece on British Black English and Education. It is half-raising to learn from Edwards that as recently as 1970 the Birmingham branch of the Association of Teachers of English to Pupils from Overseas (a body that should have known better if ever there was one) described West Indian English as "babyish", "careless", "slovenly" - communicating "by sign language" in "a glut of speech". Such misconceptions seem to arise partly from an assumption that speakers of Black English are attempting and failing to speak White standard English. Black English is (or rather, Black Englishes) from Sutcliffe. "They did a dance" in British Black English translates into standard English as "They had been dancing". It is hard to appreciate the force of the models "didd" and "a") without knowing the spoken language.

What about the sociolinguistic situation for Celtic languages? Kenneth Mackinnon's account of Gaelic, quietly dying in the Highlands and Islands without much of a fight, makes a curious contrast with both Welsh (which is, for the present at least, resurgent) and Irish (for the past half century and more being destroyed by the dogmatism of the very people who value it most). The latest episode in the destruction of Irish is a sorry tale, well told here by John Edwards.



Evelyn Scott, alias Elsie Dunn, champion of the work of Faulkner, James Joyce and Jean Rhys, was a remarkable woman whose life was intertwined with those of numerous American radicals during the Thirties. *Pretty Good For a Woman: The Enigmas of Evelyn Scott* is the title of D. A. Callard's new biography, which is at the same time a portrait of a generation (Jonathan Cape £9.95).

lingo

Of that ilk

There died recently a Scottish gentleman called Sir Iain Moncrieff of that ilk. What is a personalized numberplate beside a title like that? It was rumoured that it was he who made an improper suggestion to Mrs Thatcher, but that was proved wrong. He was

books, and was known to a lot of people such as Ludovic Kennedy as the ilk.

Fine. But what is "of that ilk"? It means "of that same", ie, of the estate of the same name as the family. It is another way of saying Moncrieff of Moncrieff. Other examples are *Gentle of that ilk*, *Wyness of that ilk*. Properly it therefore has something of the flavour of the French "de" and the German "von", but it is of course Scots. Though an Old English word, "ilk" survived only in the North with its original meaning.

W S Brownlie

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PAPER BACKS

Summerhill: A Radical Approach to Child-Rearing. By A S Neill.
Penguin £3.95, 0 14 020940 9.
Neill of Summerhill: The Permanent Rebel. By Jonathan Croull.
Routledge Ark Paperbacks £3.95, 0 7448 0013 7.

Just as Neill was the most durable of our libertarian educators, so his school, Summerhill, was and remains the longest-lasting of "free" schools outside the publicly-maintained system. It's founder's first book was published as long ago as 1915, and he went on writing until his death just short of 90 in 1973.

It is already a quarter of a century since an American publisher, Harold Hart, put together the compilation of extracts from several of Neill's books in the volume *Summerhill*, to carry the quintessence of his message to a new audience. There were few customers at first, but the book snowballed both in English and in translation, bringing the embarrassment of planeloads of transatlantic visitors making the trek to Suffolk to see the old man's little school, but also inspiring new educational experiments. (It is worth mentioning that "Friends of Summerhill" has recently been started to keep well-wishers in touch. Details from Zoe Redhead, Hill Farm, Theberton, Leiston, Suffolk.)

Colin Ward

ATTENTION ALL WRITERS!

The Bodley Head and Transworld Publishers (Corgi Books) invite entries for their annual prize of £2,000 in memory of Georgette Hayer for an outstanding full-length novel set in any historical period. Guaranteed hardback and paperback publication. For further details please write with s.a.s. to: The Bodley Head, 30 Bedford Square, London WC1B 3RP or Transworld Publishers Ltd., Century House, 61-63 Uxbridge Road, Ealing W6 8SA.

مكتبة الأم

Wendy Ewald's Portraits and Dreams Photographs and Stories by the Children of the Appalachians will be published on July 11 by Writers and Readers. (\$12.95 and \$6.95). To be reviewed soon.



Ode to a vanished Odeon

Robin Buss compares his local bill of cinematic fare with its counterpart 30 years ago

"I hope you don't mind me asking," said the cashier, "but do you have a UB40?" As it turned out, even at the concessionary rate, Lewisham's unemployed were not flocking to the late afternoon performance of 2010. I made up one-sixth of the audience, leaving 364 seats unfilled and a special effect of empty space long before the lights went down. A suburban cinema on a weekday afternoon is no place for the agoraphobic.

We are now six months into British Film Year, held over (perhaps through fate, some 40 years too late: the great years of commercial cinema in this country were 1945 and 1946, when admissions rose to over 1.5 billion and there were more than 4,700 cinemas in operation, most of them giant palaces like the Lewisham Odeon, now decaying behind sheets of corrugated iron. That was the era of *Henry V* and *Brief Encounter*, the threshold of the most distinctive contribution to world cinema. Going to the pictures was the most popular leisure pastime; the 20,000 owners of pre-war television sets had to wait until June 1946 before the pictures came to them and there was continuing public concern about the pernicious effects of what John Buchan, in the Thirties, had described as "the most powerful engine of propaganda and advertisement on the globe today".

The two or three major distributors who determine which of the 250 feature films released every year in this country are to percolate down to audiences in Lewisham, Catford, Woolwich and other points within easy reach of my home in south London, must look with some nostalgia to the

queues outside and the fog-laden atmosphere inside the picture palaces of the Forties. What they have done is to make smaller cinemas, show fewer films and charge higher prices. Gone are the days of the double bill and the 'one-and-mine'.

Gone, too, are genres like the western and the gangster movie which used to promise their audiences the reassurance of escape into a secure world of good against evil, narrative and characters clearly signposted so that even the back row of the stalls, sitting in the darkness, could pick up the events on screen. When you look at recent suburban cinema programmes, it seems as if first these genres have been replaced by science fiction (2010), with comic variants (*Morons from Outer Space*); then by fantasy, particularly directed at younger audiences (*Baby - The Secret of the Lost Legend*, *The Never-Ending Story*); then by detective movies (*Heavenly Creatures*), descendants of the private eye and gangster movies of the Thirties and Forties. You might conclude that public taste has shifted from the realism and narrative conventions of the past, to a rather more sophisticated appreciation of the indulgence in escapism (and the indulgence in escapism), and maybe draw conclusions about the state of society and its preoccupations.

It would be dangerous to make any such assumption. Most of the old genres survive on television, reaching huge audiences. Cinema, with now less than 100 million admissions a year, is an uncertain indicator of public taste or social concerns. What goes on to the large screen (outside the film theatres and the art movie houses) is essentially

determined by what is happening on the small screen: distributors prefer films that can be seen to best advantage in the theatre. As a result, differences in narrative genre become superficial and what is striking is the similarity between many of the films on general release, with their concentration on live action and, most of all, stunning special effects. It is as if cinema had reverted to the days when it was a fairground attraction and audiences demanded chiefly to be entertained by a technology capable of realizing the impossible.

2010 is a case in point. A sequel to Kubrick's 2001: *A Space Odyssey* (1968), it has a minimal plot about a trite message about the need to end wars and live together in brotherhood on Earth. But visually it is astounding, most of the budget having gone on simulating a yet unrealized aspects of interplanetary exploration. How they did it was described on *Horizon* (BBC2) on March 25, where we also saw the meticulous work that went into *Star Wars* and *Indiana Jones*. If Harrison Ford and Roy Scheider lack the superstar quality of Bogart, Mitchum and Wayne, it is partly because they have been scripted and directed by men with a minimal concern for the depiction of character and an obsession with models, superimposition, intercutting and other resources of the special effects laboratory.

The fantasy world of *The Never-Ending Story*, peopled by grotesques and conspicuously inefficient, may seem far-removed from the space-age technology of 2010, but it was stuck together in more or less the same way and its appeal is not much different, though to a younger public. "You by ticket before ushering me into the only unaccompanied adult in a moderately large audience, made to seem larger by the management closing the stalls and packing us into the balcony. The Coronet is, despite this, a success story: a suburban cinema, built as the Odeon in 1937, reopened two years later to show films (and not as a bingo hall). As for *The Never-Ending Story*, it turned out to be an appealing fantasy for children, celebrating the claims of the imagination and inviting the audi-

ence to identify with two heroes, one of whom starts as a passive spectator before finding that he has a central role to play in the resolution of the plot. But in other respects the film follows a well-worn theme: young hero's quest to save dying princess (as usual, she just has to sit and wait to be rescued). And, once again, the biggest attraction is in the special effects, the cinema's ability to make dreams come to life on the screen.

In April, these two films (2010 and *The Never-Ending Story*, virtually took over the cinema of south London so that, in British Film Year, it was a hard job, and probably a longish trek, to hunt down *Amadeus* in Bromley or *Beethoven*, *A Passage to India* which replaced *The Never-Ending Story* on Earth. But visually it is astounding, most of the budget having gone on simulating a yet unrealized aspects of interplanetary exploration. How they did it was described on *Horizon* (BBC2) on March 25, where we also saw the meticulous work that went into *Star Wars* and *Indiana Jones*. If Harrison Ford and Roy Scheider lack the superstar quality of Bogart, Mitchum and Wayne, it is partly because they have been scripted and directed by men with a minimal concern for the depiction of character and an obsession with models, superimposition, intercutting and other resources of the special effects laboratory.

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becoming daring before plaster casts, the like of which they were unlikely to see in the sordid flesh. Redolent with the smell of turpentine and varnish, this sense of time is the virtue of the exhibition at The Minorities. How different from today as we leave the artists' donkeys for the raw mechanics of industrial design and the money chasing perfection of what was once separated as "commercial" art and where photography, which was merely a way of recording has now become an art pursuit in its own instant right.

Ray Rushton

Next week
Bryan Appleyard on subsidised culture; Philippa Ingram on girlhood in the Fifties; Jonathan Mirsky on political education in China; Nicholas de Jongh on theatre history

Far left: Vivien Leigh and Karl Malden in *A Streetcar Named Desire*; centre: *The Cruel Sea*; and right: Victor Banerjee in *A Passage to India*.

When they came to adapt the 1st century AD Tamil epic, the Clippitukaram, for the London stage, the Tara Arts Group sensibly refitted it. But that was about the only real change they made, for the Asian art company's production retained many of the traditional elements of Eastern drama.

The story of the merchant Kovalan, of how he is falsely accused of stealing

the anklet of the Queen of Mathurai and of his wife's revenge when he is executed, was told through a mixture of short spoken scenes, song and dance. Presented as by a colony of lepers who leered and grimaced through the latticed windows of a set which resembled the Taj Mahal (or at least the lower storeys), the unfamiliar story developed rapidly, largely because of the production's use of a taut, spare dialogue style. "Why do you dance a new dance?" "Are you content to export only wine?" "But strangely the production was at

its best in the scenes in which no English was spoken at all. The Hindustani songs and beautifully simple choreography, based on South Indian classical dance, set a mood in which mere words seemed almost an intrusion. An effective, almost bewitching piece of theatre, which deserved a larger audience than those few members of the local Asian community who crowded into the Tara Arts Group's premises in South West London.

Hubb David

British Film Institute

"I expect a judgment. On the day of Judgement" confides Miss Flite whose wits have been scattered by Chancery procrastination. Fog clouds the country seat of Sir Leicester Dedlock, his very name synonymous with the social status quo. Fog blankets London and extends to Chancery court; at the heart of the fog the presiding figure of the Lord High Chancellor sits in his Court of Chancery where inheritances are absorbed in costs while youth, hope and beauty dwindle into scillity and suicide as the decades pass without settlement of their affairs.

Bleak House, serialized on BBC2, has been a most successful recreation of Dickens's attack on Victorian society, its appalling social injustices and its arthritic legal system.

Television is uniquely suited to full and lengthy dramatizations. Ruthless filleting is always obligatory, but far less so than with plays or films. In this case, a book in which nine characters die emerged as untypically elegiac. The comic supports of Mr and Mrs Jellyby, Mr Turveydrop, his son Prince and other minor grotesques having been excluded, the drama levels out into a melancholy pavane, but there were many compensations. Esther Summerson, who in the novel relates her biographical past, was triumphantly portrayed by Suzanne Burden whose candid gaze and sweet gravity were all that Dickens intended. The omission of her cloying, mock-modest asides was a welcome improvement on the written version.

John Jarndyce, whose jaundiced attitude to his own financial claim on the Jarndyce and Jarndyce case results in his refusal to have any dealings with it, was sensitively played by Denholm Elliott. He represents kindness and sanity, his house is an oasis of pleasant comfort amid the turmoil of waste and melancholy. He is a generous-hearted man, so devoted to innocent discourse that on the occasions when he is roused to anger he retreats to his growly until the mood has passed. However, in this dramatization he was not silent when Joe, who represents the most pathetic

of London's submerged poor, had his short and painful life ended, malnutrition and exposure having taken their toll. The rhetorical words of the narrator were given to John Jarndyce. They are not convincing as spoken words but Elliott invested them with a magisterial significance which accused all who watched their television in well-fed comfort. "Dead, your Majesty. Dead, my lords and gentlemen. Dead, Right Reverends and Wrong Reverends of every order. Dead, men and women, born with Heavenly compassion in your hearts. And dying thus around us every day."

The witnesses to this deathbed scene were rearranged. Esther was brought in to pray beside the dying boy; other liberties included her finding her mother still alive by her father's grave. This allowed the magnificent Dianna Rigg a final whispered curtain speech. These alterations were, however, easily forgiven. Lady Dedlock had been played with superb disdain, which

when it was occasionally overridden by strong maternal emotion, changed from haughty grandeur in anguished tenderness, until the frozen mask was resumed. Esther and her mother were cleverly cast; they shared a similar shape of face and disposition of feature which their respective characters altered. Lady Dedlock was grand, commanding, exquisitely beautiful in appearance and apparel. Esther was homely, gentle and modestly dressed.

Some of the comic armature remained, however. T P McKenna was as infuriating as his character's progenitor, Leigh Hunt must have been particularly to Charles Dickens, the conscientious supporter and comforter of his family and its related dependants. Jonathan Moore brought a welcome element of absurdity to his role of Mr Guppy, Esther's wavering suitor; his performance was exquisitely funny.

Unfortunately, Richard and Ada, the beautiful young wards in Chancery,



Seen to be done

Betty Tadman on the BBC's 'Bleak House'

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Unfortunately, Richard and Ada, the beautiful young wards in Chancery,

emerged more insipid than their written counterparts and their personal tragedy was much diminished by the rapid telescoping of the final episode.

Through the drama provided the sinister figure of the family lawyer Tulkinghorn, for whom everything must be sacrificed to the family honour. Peter Vaughan's performance invested him with a chilly cerebral dignity; he gave credence to the lawyer's determination to bend or destroy any individual who threatened his cherished Lord's lofty position. This was a man in total control, his eyes calculating, his mouth never relaxed. Only his death allowed events a course he had never planned.

Dickens was aware of the landed and titled gentry, secure and selfishly withdrawn. He knew from the experience of his nocturnal wanderings in the streets of London, how the wretched poor survived. Disgraceful backwaters like Tom-all-Alone's really existed, where destitute beings shared their mouldering shelter with the rats they came to resemble. Yet Dickens, more than any other novelist, brought to public attention the classlessness of good and evil.

The novel contains many characters, coincidences, complexities and subplots: it is long and requires attentive reading. In this adaptation the fog gradually increased until, in the final episode, it clouded the dramatic tension which had been so beautifully sustained. Not enough time had been allowed to engage sympathy with the ill-fated lovers; the decline of Richard was telegraphically rapid, his deathbed words cut out, his slow decline changed to a sudden death in court. Yet despite this the drama caught the atmosphere of waste, of lengthy cases in which those concerned never discovered the riddle of their complicated suits. The lawyers laughed uproariously as the Jarndyce papers were thrown out: they had fed on the affair for decades until its funds were exhausted. Miss Flite released her captive birds one by one. Justice had been seen to be done.

Do you imply that I'm immoral?

And try to put me in the wrong?

Amoral I may be; I guess

All's fair if I can extricate

Us both from such a silly mess

Before our crossness turns to hate.

Extract some comfort if you can;

Infer that I'm a saint or pest!

The bathos strikes me - we began

The quarrel over which loves best!

J O Elwin

boss I saw mehiabell the cat yesterday

gaww extricate a mouse from a trap

our interests are mutual she told the

mouse

in one incarnation I was loved

by all three mouseketeers athos bathos

and pathos

she then ate the mouse

I do not imply boss nor need you infer

that mehiabell acts as an immoral

one

cats are by nature amoral and as

mehiabell

has a nasty gleam in her eye I would

wish to extricate

myself from any desire on her part

to make me the dessert

Jock Whiteside

Lit. Comps.

With Chaucer's knight immoral Flyte

And Steerforth (quite immoral?)

The dev's begun, until 'is Donna,

With Shakespeare's bones and coral.

Infer Pip's fate, and extricate

Some Hardy annual guy

From tangled schemes! Extract the

themes

That Hopkins may imply!

What wonder then if I leasured pen

Seem pious, not pathos,

And, sending wails up rotten, scales

Paul Griffin

Literary competition

Competition No 63.

You were asked to write up to 12 lines of verse, containing the words *amoral*, *immoral*, *bathos*, *pathos*, *extricate*, *imply* and *infer*. You did not suffer the indignity of having to "bring out clearly their meanings" but the freedom this gave was not taken advantage of by many of you, though Peter Norman had three musketeers called *Pathos*, *Bathos* and *Amoral* and two of the winners took similar liberties. Most of you used the words in their proper meanings, with considerable ingenuity and in a variety of ways. I enjoyed a long-lined poem by Jonathan Fennell about his encounter in a train with none other than, I assume, Modern English Usage Fowler. Gerard Benson wrote part of a poem to his mistress, ending:

To extricate myself from all this bathos

I'd better leave my sonnet incomplete

Bill Greenwell added "ingenious" and "ingenuous" to a Father William poem while George Moor tackled various subjects from parrots to modern novels.

£15 each to E J Elwin and Jock Whiteside for their two-line, utterly dissimilar poems. £10 each to Bridget Loney, E O Parrott and Paul Griffin.

My popsy, now we've had our quarrel

Lit. Comps.

With Chaucer's knight immoral Flyte

And Steerforth (quite immoral?)

The dev's begun, until 'is Donna,

With Shakespeare's bones and coral.

Infer Pip's fate, and extricate

Some Hardy annual guy

From tangled schemes! Extract the

themes

That Hopkins may imply!

What wonder then if I leasured pen

Seem pious, not pathos,

And, sending wails up rotten, scales

Paul Griffin

The paths in your face is strong -

Do you imply that I'm immoral?

And try to put me in the wrong?

Amoral I may be; I guess

All's fair if I can extricate

Us both from such a silly mess

Before our crossness turns to hate.

Extract some comfort if you can;

Infer that I'm a saint or pest!

The bathos strikes me - we began

The quarrel over which loves best!

J O Elwin

boss I saw mehiabell the cat yesterday

gaww extricate a mouse from a trap

our interests are mutual she told the

mouse

in one incarnation I was loved

by all three mouseketeers athos bathos

and pathos

she then ate the mouse

I do not imply boss nor need you infer

that mehiabell acts as an immoral

one

cats are by nature amoral and as

mehiabell

has a nasty gleam in her eye I would

wish to extricate

myself from any desire on her part

to make me the dessert

Jock Whiteside

Lit. Comps.

With Chaucer's knight immoral Flyte

And Steerforth (quite immoral?)

The dev's begun, until 'is Donna,

With Shakespeare's bones and coral.

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And, sending wails up rotten, scales

Paul Griffin

emerged more insipid than their written counterparts and their personal tragedy was much diminished by the rapid telescoping of the final episode.

Through the drama provided the sinister figure of the family lawyer Tulkinghorn, for whom everything must be sacrificed to the family honour. Peter Vaughan's performance invested him with a chilly cerebral dignity; he gave credence to the lawyer's determination to bend or destroy any individual who threatened his cherished Lord's lofty position. This was a man in total control, his eyes calculating, his mouth never relaxed. Only his death allowed events a course he had never planned.

Dickens was aware of the landed and titled gentry, secure and selfishly withdrawn. He knew from the experience of his nocturnal wanderings in the streets of London, how the wretched poor survived. Disgraceful backwaters like Tom-all-Alone's really existed, where destitute beings shared their mouldering shelter with the rats they came to resemble. Yet Dickens, more than any other novelist, brought to public attention the classlessness of good and evil.

The novel contains many characters, coincidences, complexities and subplots: it is long and requires attentive reading. In this adaptation the fog gradually increased until, in the final episode, it clouded the dramatic tension which had been so beautifully sustained. Not enough time had been allowed to engage sympathy with the ill-fated lovers; the decline of Richard was telegraphically rapid, his deathbed words cut out, his slow decline changed to a sudden death in court. Yet despite this the drama caught the atmosphere of waste, of lengthy cases in which those concerned never discovered the riddle of their complicated suits. The lawyers laughed uproariously as the Jarndyce papers were thrown out: they had fed on the affair for decades until its funds were exhausted. Miss Flite released her captive birds one by one. Justice had been seen to be done.

Do you imply that I'm immoral?

And try to put me in the wrong?

Amoral I may be; I guess

All's fair if I can extricate

Us both from such a silly mess

Before our crossness turns to hate.

Extract some comfort if you can;

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has a nasty gleam in her eye I would

wish to extricate

myself from any desire on her part

to make me the dessert

Ticks & crosses

Nuffield Maths 5-11 Record Sheets
Pack of 60: £2
Longman, Longman House, Burnt
Mill, Harlow, Essex CM20 2JE.

Record sheets for Stages 3-6 of the Nuffield Maths 5-11 scheme are now available. The sheets are A4 in size, one sheet caters for a specific pupils' textbook, and each pupil needs a sheet per book.

The sheets contain a chart which lists the topics in the textbook. There is an array of boxes containing the page numbers. Basically, you are expected to cross off the numbers as a record of pupils' progress through the pages. Then there is a space for "date/remarks" against each topic. The reverse of the sheet contains a more detailed summary of the contents of each chapter.

The sheets are simply a time-saving convenience. Since they are so cheap you could argue that it is not really cost-effective for teachers to spend time drawing up and duplicating their own charts. No real recording system is supplied other than the page numbers. The leaflet enclosed with each pack suggests that teachers could devise their own system to represent different levels of achievement with different styles of ticks, crosses, or shading. If you are using Nuffield Maths, it will be well worth buying a pack for one book and trying it out.

Andrew Rothery

Software

This month's software reviews will appear in next week's Computer Extra



We got rhythm

Danube Dances
International Music Publications,
60-70 Roden St, Ilford, Essex IG1 2AQ.

Geoffrey Russell-Smith's *Let's Explore Music* texts have begun to provide a systematic introduction to music-making and reading for older primary and younger secondary classes. A natural departure is the current *Let's Explore Repertoire Series* of graded original compositions for classroom orchestra. The *Hussar's Wedding Dance* is the second of two Danube Dances, and the first of the series to appear.

The tune is ingeniously contrived to conform to a standard pentatonic scale whilst sounding distinctly more like mid-European rock music than an authentic Prussian dance - Eurovision Song Contest material, perhaps. In fact the musical burden in terms of style is well and truly on the accompanist (presumed to be a teacher), who will require more than an elementary piano technique if the end result is to sound effective. This of course is a perfectly valid means of giving young players a taste of performance - contributing to an overall sound which is more complex than anything they might be capable of on their own. The classroom pack contains 18

melody/rhythm parts and two piano scores. The pupils' parts are clearly printed (on stave each for melody and optional counter-melody plus single-line percussion part) but contain impossible page-turns which could easily have been eliminated with slightly altered spacing. The piano scores have both melodic parts on a single stave and a piano part which is detailed but perhaps too fussy.

It is also too complex to accommodate a simple guitar part, and no guitar chords are given. The music would be greatly enhanced by the addition of a drum kit (as opposed to the Latin American percussion suggested) and part for which could be produced.

The melody parts are primarily designed with tuned percussion in mind (to conform to the work of the *Let's Explore Music* textbooks). They contain melodic leaps and phrasings which would certainly be relatively easy on a glockenspiel or metallophone (accidentals only in the optional part), but would transfer with only limited success to recorder players at the same technical level. There are no B flat parts provided and in any case clarinets and trumpets would also have difficulty. Flute and violin players might have more success.

Andrew Peggle

The 'Henry Thomas' Bass Course Series
Magic Thumb Music Limited
Price £9.95 for book and cassette
Available from music shops or Fletcher, Coppock and Newman, Morley Road, Tonbridge, Kent TN9 1RA.

The Henry Thomas Course for electric bass guitar consists of four publications - "Beginners Bass Course", "Slap and Funk", "Speed Licks" and "Sixty Great Bass Lines". Each is marketed with a cassette tape which contains some of the exercises and the majority of the exercises, recorded with additional guitar, keyboard and percussion.

This somewhat unstructured course highlights many of the problems that surround the writing of a tutor for guitar, and it would require careful adaptation to become suitable for school use. This is disappointing, since an opportunity has been missed to fill in some of the gaps in the *BBC Rockschool* programmes, a project with which Henry Thomas was associated.

The "Beginners Bass Course", which must be the first of the series, though an ordering is evident, considers tuning and a little technique before progressing to a study of music theory.

The rhythm patterns are effectively illustrated on the cassette, but otherwise the speed with which the potential player is moved through various topics, is disarming.

Some distinction must surely be made between what is essential knowledge for a beginner and reference material which would be a severe test for someone not yet introduced to the simplest of bass lines. This is, however, adjusted in the section "Making Up Bass Lines", and where the book suddenly provides relatively easy exercises, it becomes, with the line recordings, far more inviting.

"Slap and Funk" initially takes a more measured approach with some open string examples and useful rhythm patterns. Once again, it is difficult to see a development from exercise to another, but of the four publications, this contains the most viable material.

"Speed Licks", by contrast, with its repeated arpeggios and modes, is relevant to only the most dedicated bass player. "Sixty Great Bass Lines" continues with the basis on music theory, but the fast delivery of text on tape and some ambiguities add to the difficulties of the course.

Michael Stimpson

Articles of faith

David Self on a religious filmstrip for older students

Around the Jewish Year
Filmstrip and teacher's guide
Price £6.50 + VAT and 40p p&p
Jewish Education Bureau, 8 Westcombe Avenue, Leeds LS8 2HS.

The various religious agencies are by no means always successful in explaining their own particular faith to outsiders. However, the Jewish Education Bureau has a very happy knack of selecting images and providing succinct explanations that make seemingly obscure religious customs appear relevant and significant.

The Bureau has just published *Through the Jewish Year*, a filmstrip (of small-frame format) and accompanying script, which provides a most useful illustration and explanation of the observances and artefacts connected with the various festivals. It begins with the Sabbath, concentrating on its celebration in the home, then moves through the Jewish year, beginning with the inauguration of the New Year at Rosh Hashanah, through to

Yom Kippur and Succot. The winter festivals of Hanukkah, Purim are described. Passover and Shavuot.

The filmstrip does not ignore festivals of more recent origin such as Yom Ha'Atzmaut (or Independence Day) which celebrates the establishment of the modern state of Israel. Here the compilers have been typically honest, pointing out that, while some Jews do wish to see this event as the dawning of the Messianic Age and a time for prayer for the peace of Jerusalem, there are also those who wish to mark it with a display of military hardware.

The illustrations range from modern colour photographs and paintings of nineteenth-century engravings and postage stamps. This diversity and emphasis on the history of the religion make the package (as is intended) more suitable for older students. With this in mind, it is a pity that there are not more teenagers in the domestic scenes. One or two frames do tend to reinforce the prejudice held by some teenagers that religion is only for oldies and little kids. That apart, this is a most valuable visual aid.

SHIP ADOPTION

FREE STA CRUISES
Merchant Navy Work Cards
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Suitable for 7-12 year olds
Merchant Ship Slides £3.00
12 colour slides with notes

The Merchant Navy
132pp illus book £4.95
The Marine World £2.00
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Guide to Marine Life
256pp illus book £12.95

SHIP ADOPTION
202 Lambeth Road
London SE1 7JW

Tel: 01-281 0635
Part of The Marine Society

notes

A "Young Players" version of the question-and-answer game, *Trivial Pursuits*, enables children to compete on the same board with adults. Like the adult edition, it has 6,000 questions; they cover six different subjects but are geared for children from about 7-12.

It can be played by up to 36 people at a time and the questions are intended to be entertaining rather than instructive. They range from "Are hedgehogs edible?" to "What has Birmingham got more of than Venice?". The game is available, price £25, from toy shops.

MEDIA



Exam lines

Nick Baker goes behind the scenes at a radio revision phone-in

Can the radio and the telephone help young people to pass examinations? For years, teenagers have used both as a revision aid - the radio to provide aural wallpaper and to block out younger siblings' karate or tuba practice and the telephone for the exchange of last-minute information with classmates, or for some mutual moral support. London's Capital Radio was among the first to see the potential for forging stronger links with young listeners some eight years ago and have since experimented with various formats, both on and off air, to help out struggling revisers.

The exam season has the potential to bring out the best in local radio, which is far better equipped to cope with questions about regional examinations than nationally networked programming. It's an opportunity that BBC local stations have since seized with both hands, with Radios Nottingham, Bristol, Sussex and Cambridgeshire among those providing services ranging from one-offs to series of phone-ins and advice sessions.

Sadly, perhaps, local independents haven't followed the trend so wholeheartedly. Manchester's Piccadilly radio, for example, which has run exam programmes in the past, are doing no more than "peppering their output" (as producer Simon Cole put it) with advice about last-minute revision and exam nerves. "We've tried more ambitious projects in the past," says Cole, but educationists say that it's of limited value. The fact packs were used to provide more useful than the programmes themselves.

Capital Radio's Lesley de Meza (an ex-teacher) wouldn't agree that exam radio and phone-ins are of limited value. She's been involved for five years and has carefully logged the responses of her listeners. Her expertise puts her in a useful position to study trends in preparing for examinations. In general, she feels, the panic about revision skills (or the lack of them) is coming to an end as more teachers actually teach how to revise. There are also the increasingly successful

ful London revision centres where students can sit and get help. What is of concern to pupils in London now is more specific and subject-based.

With this in mind, Capital took its exam output off the air completely and put it all on the phone. In the last two weeks in April, pupils could phone and listen to pre-recorded revision tapes, a different subject each night being on offer. During the last two weeks in May (too late for CSE's which always seem to get the Cinderella treatment on these occasions), Capital ran its *Revision Line*, on which pupils could ring and get advice from individual subject teachers, again dealing with a different subject each evening.

Among the teachers dealing with the deluge of calls the night I was there (Biology) was John Trinter, Chief Examiner for London's Module 2 C level syllabus and an examiner for the Nuffield A level syllabus. He's convinced of the value of the service, which he has worked on for eight years. "With some kids you know you're wasting your time," he says. "It's no good if an A level student phones up and says, 'Help me, I don't understand genetics', it's far better for them when they phone with a set of specific questions."

According to my rather unsentimental records, eavesdropping on the teacher end of the conversations, most of the 10 Biology teachers were answering specific questions, with a few requests for advice on how to study, what to do about bad handwriting and exam nerves. Also among the callers that night were a fourth-year pupil wanting advice on internal school exams and an undergraduate with a highly specialized (successfully answered) physiology question.

BBC Radio Cambridgeshire ran a radio revision service this year, for the first time, during their Saturday morning output. On six successive Saturdays they dealt with subject blocks, starting with the practical areas of CDT, music and creative arts, followed by Maths, the humanities, English, Modern Languages and ending

telephone lines to callers throughout the morning, and questions on the phone were answered by a team of two to four teachers per programme. Common problems and enquiries were picked out by the teachers and dealt with more thoroughly on the air at regular intervals.

Valerie Ward, another ex-teacher, who coordinated the scheme, reports a fairly low number of callers and feels that perhaps Saturday mornings are times when young people are likely to be hard at work at the local supermarket. Another possible explanation is that the broadcast inserts covered most of the common problems. Planned for mid June is a programme entitled *Help, I've Made a Mess of the First Paper* (a common cry of distress) involving lecturers from the Open University and helpers from Centre 33, Cambridge's youth counselling service. Part of the intention of this programme will be to give advice about coping with stress.

Stress and how to deal with it seems to be flavour of the year, particularly where the BBC network is concerned. School Radio's *Wavelength* devoted almost a whole programme to it and produced the inevitable (but none the less useful) fact sheet, some of the techniques suggested were self-hypnosis, muscle relaxation and listening to special cassettes (available from the Institute of Behaviour Therapy) which feature relaxation routines. The programme even suggested contacting your friendly educational psychologist, through the I.e.a.

Students who weren't stressed before listening to *Wavelength* might have become so, listening to *The Janice Long Show* the following Tuesday. She too had a headmaster and a GP in tow and between them they gave out the same sort of fare about revision timetables and getting a good night's sleep the night before the ordeal. The GP had an interesting story about the tolerance (or otherwise) of the examination boards, who are happy to take into consideration the suffering of hayfever victims as long as they have something in writing from their doctor, but who won't accept bad periods as an extenuating circumstance. The GP advised girls with this problem to "go to your doctor as early as possible and get some pills so that the period doesn't interfere with the exams."

excellent, calming advice for the stressed. He asks students to remember that now that schools have to publish examination results, no school is going to enter a child for an examination they know that child is going to fail. "If they've entered you, they think you're going to pass."

briefings radio & tv

For schools

THE ENGLISH PROGRAMME
(Mon 10.32, Wed 10.21, ITV)
A unit of resource programmes for 14 to 17-year-olds. 'Words Fail Us' looks at people trying to develop anti-sextist ideas and language in their work.

UNTER UNS
(Mon 11.23, Thurs 9.55, BBC2)
A series of video sequences for second level German students shows young Germans using simple language in everyday situations.

COMPUTER CLUB
(Mon 14.40, Fri 11.22, BBC2)
Case histories involving the application of a computer to problem-solving in the real world. For 13 to 16-year-olds.

CONSUMER EDUCATION:
VALUE FOR MONEY
(Monday-Tuesday, 00.30 VHF4)
Margaret Korving gives advice to upper secondary pupils on problems encountered in the consumer world.

INTRODUCING SCIENCE EXTRA:
COMPUTERS AT WORK
(Wednesday 11.40, VHF4)
This new series illustrates some practical applications of computers. There are two radiovision programmes for nine to 12-year-olds and one broadcast with radio linked to software.

CRAFT STUDIES: USING WOOD
(Wednesday-Friday, 00.30 VHF4)
Resource programmes for teachers.

SCENE SPECIAL
In the light of last week's events at the Brussels football match, "Scene" will broadcast a special studio discussion for young people on June 20: "After Brussels".

This is Peter Ward designing new curtains for his daughter's school

Peter Ward usually designs computers. He has a talent for systems that stretch the imagination. He's one of the brains behind Plotmate - the remarkable new flatbed plotter that's rugged and responsive.

He's programmed it to produce an original repeat pattern. It's getting on with it while he's having lunch. Daughter Kim and her mates will help their art teacher silk-screen it onto cotton as a CDT project. And then they'll make the curtains.

School comment on Plotmate ranges from 'it's brilliant' to 'everyone will want to use it'. Plotmate's software accepts all the colour, vector, character and graphics commands of the BBC micro. Plug-in intelligence makes it compatible with other micros too.

It'll turn out 3D graphs, 2D charts and diagrams. A2 posters. Maps. Drawings. And some pretty fantastic patterns. All for less than £300.

No school micro is now complete as an educational tool if it doesn't include a Plotmate. Peter Ward will develop this point passionately when you talk to him about Plotmate.

Do it soon. He may even design some super curtains for you while you're talking.

Plotmate

LINEAR GRAPHICS LIMITED
29 Purdys Way, Purdys, Bedfordshire MK43 0JF
Telephone: 0527 54111



1909 Crossing to America and Theodor Herzl, founder of Zionism

whom Moses revolted), the wanderings in Sinai and the eventual establishment of Jerusalem. Succeeding programmes follow the Jews through "the next 4,000 years and every continent in the world," said Abba Eban on a flying visit to London last week to promote the series. "They reflect the fact that the Jewish people has always had too much history, too little geography."

They examine the fascinating impact of Jewish thinkers and craftsmen in Europe and Asia, and try to explain the ubiquitous hostility they aroused. They look at the Jews' escape from the ghetto to the comparative freedom of the New World. Inevitably, later programmes also focus on the Holocaust, the growth of Zionism and the eventual establishment of the state of Israel.

Hugh David

4 LICENSED OFF-AIR RECORDING

Titles Available For Recording From Sunday 9th June, 1985

Approximate Transmission Times	Approximate Transmission Times
Sunday 9th June 5.00pm Back To The Room: A Natural Partnership For Code 1	8.00pm Lending Track: Moderation For Code F
Monday 10th June 5.00pm The Business Programme For Code 1	8.30pm Divine Repose For Code B
Tuesday 11th June 5.00pm Casualty News: Children In Care For Code 1	9.00pm News: Europe For Code B
Wednesday 12th June 5.00pm News: My Experience: Barbara Cundle For Code 1	9.30pm News: Europe For Code B
Thursday 13th June 5.00pm News: Landscapes & Legends For Code B	10.00pm News: Europe For Code B

For More Information Contact:
GUILD LICENSING
4 Rye Lane, Peterborough PE1 6YB
(0753) 518318
Late Changes (0753) 518318

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Scale 2 Posts and above

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THE CHASE HIGH SCHOOL

Cardinal Road, Newnham, Worcester, WR14 3NZ

(11-18 Mixed Comprehensive, 1600 on roll)

Required from January 1988, or earlier, for a post of Computer Studies Teacher (Scale 2).

Further details and application forms from Headmaster on receipt of S.A.E.

Completed forms should be returned within 14 days of appearance of advertisement.

Also please see under Mathematics Scale 1 posts. (17673)

132020

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HIGHCLIFFE COMPREHENSIVE SCHOOL, Park Lane, Bournemouth, Dorset, BH1 1JL. (11-18 Mixed Comprehensive, 1600 on roll). Required from January 1988, or earlier, for a post of Computer Studies Teacher (Scale 2).

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BUCKINGHAMSHIRE

EQUAL OPPORTUNITY, THE JOHN COLET COUNTY COUNCIL, BUCKINGHAMSHIRE, MK1 1JL. (11-18 Mixed Comprehensive, 1600 on roll). Required from January 1988, or earlier, for a post of Computer Studies Teacher (Scale 2).

Further details and application forms from Headmaster on receipt of S.A.E.

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Calamity Jane!

Mary Cadogan reintroduces a liberated heroine

The turbulent exploits of eleven-year-old Jane Turpin are now being revived for a new generation of children. *Jane and Co.* is a selection of stories from the ten books that Evadne Price wrote about her engaging and anarchic heroine between 1928 and 1947.

The genre is drawing-room comedy speeded with a dash of music-hall rumbustiousness; the narrative tone fluctuates from the firmly down-to-earth to the mock-heroic; the setting (Little Dupperry, a village in the stockbroker belt) is unshakably middle-class, conservative and parochial, and this, of course, throws the stories' progressive outlook - and Jane's hoydenism - into sharp relief.

Jane is the natural leader of her contemporaries, a despiser of all things "snappy", and the debunker of pretentious adults. The inventive nature of her iconoclastic activities, and Evadne Price's flair for piling one facet of entanglement upon another and then deftly unravelling them, has prompted several critics to point out affinities between the Jane stories and their forerunners. Richmal Crompton's William books. Evadne Price, however, who died last month in her eighty-ninth year, always repudiated suggestions that William was the Adam's rib from which Jane sprang.

Claiming to have been "a hellish child", she declared that Jane's adventures were inspired by events in her own early life. Nevertheless there are undeniable similarities between Jane and William. Both are archetypal, unbookish, energetic children who wreak constant havoc on adult enterprises like fêtes and garden-parties, charity bazzars, political meetings and amateur theatricals. Both Jane and William come from affluent "cuckoo-house" families of so-called "spindly" peppery old gens, susceptible youths, flirtatious fappers, ineffectual clerics, batty artists, seedy aesthetes and daunting devotees of the weird and wonderful cults that flourished between the wars.

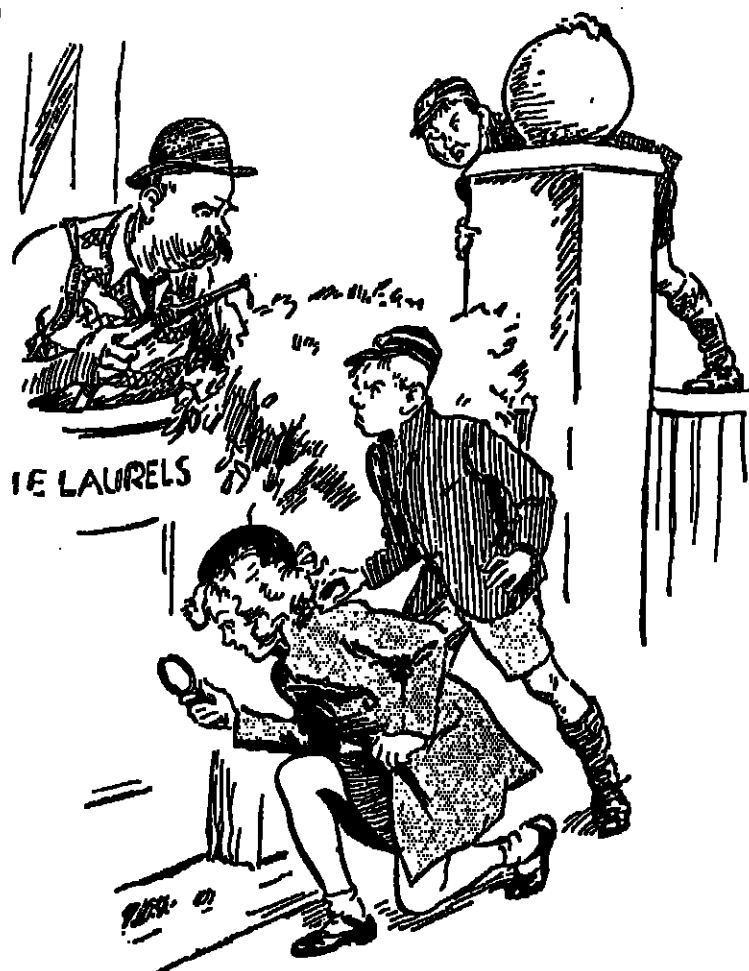
Both Jane and William are 1920s variants of the "terrible children" who have trodden a somewhat cecetering path from late-Victorian "pickles" to little horrors like Dennis the Menace. Beryl the Peril and their derivatives in

the comic papers and Marmalade Atkins of today. Both sagas, of course, take subversive side-swipes at several conventional "adult" values, and are firmly on the side of the child.

Further affinities between the Price and Crompton books could be itemized, but it would be far from correct to suggest that Jane is merely following in the wake of William. Evadne Price's stories have their own singular interest and distinction. Jane is a robust character in her own right: active, assertive, outspoken and very much in advance of her time in being a democrat (who frequently demolishes her dreadful mother's "social-climbing schemes"), and an instinctive feminist. She is almost certainly the first girl leader of boys in English popular fiction. Her feminism is absolutely unselfconscious. She simply takes it for granted that she can and will live as exciting a life as any boy. Her idea of enjoyment is to "roll about in the dirt", playing football, Red Indians or defecating with her boy companions Pug and Chew.

The obverse of Jane's straightforwardness is expressed in the bickering and bitchiness that characterize the organized and the unofficial women's groups of Little Dupperry. Mrs Turpin (Jane's mother), Mrs Tweeddale (the vicar's wife) and Miss Baldock (a vain and vinegary lady who is described as "a sweet young thing of some fifty summers") vie for control through carefully modulated insults and one-upmanship.

High-spirited, independent and ambitious, Jane was an unusually positive model for girl readers in the 1920s and '30s, and there is strong and sustained endorsement of her radicalism in the narrative view Jane was given. Like I. M. Alcott's Jo, Mrs de Villiers' Anna Karenina and Puccini's her - forced by her author eventually to abandon the role of initiator and to become passive ("womanly"). Evadne Price cannily portrayed Jane in pre-pubescent; had she allowed her to grow older during the course of the series, the disruptive nature of some of her activities might well have alienated the parents of Jane's potential readers. (It was just about acceptable for the eleven-year-old heroine, in one of her typical gestures of defiance, to be found "stark naked" ... crawling along



BUT FOR THE GARDENER AT 'THE LAURELS' THREATENING TO TURN THE HOSE ON THEM THERE AND THEN

the drainpipe twenty-five feet above street level" - but, of course, no fourteen or fifteen-year old would have been permitted such extreme measures.)

As a comic counterbalance to Jane, Evadne Price created her arch enemy, Anneline Tweeddale (dubbed Soppo Mellie by Jane). Apparently polite (but actually smarmy), lady-like (pris-

sy) and helpful (tale-telling), Anneline seems on the surface to conform to the period's adult image of the ideal little girl.

The author highlights the horrors of such conformity; under Jane's leadership the juvenile community of Little Dupperry cold-shoulders Soppo Mellie, but - an embryonic missionary and a fully fledged misanthrope - she snugly thrives on her ostracization!

Evadne Price was a professional actress before she became a writer, astrologer and television personality. She has always retained, and expressed in her stories, a sharp eye for the theatrical, and a keen ear for the dialogue. She shares with Richmal Crompton a rare talent for conveying the rhythm, tone and rhetoric of children's conversations, and for this purpose frequently uses phonetic onomatopoeia with aplomb.

Despite the period flavour of the stories and their sense of locality, Jane and many of the supporting cast seem to burst from their environment, and to embody broader views and values. Jane and her gang live in the country, but the games they play in ditches, fields and woods find echoes in the suburban streets, parks and playgrounds. There is a strange timelessness about Jane's antics and aspirations, which retain their sparkle and freshness. All this should ensure their appeal to children today. Above all, of course, the stories are funny. There is knockabout humour for the unsophisticated, and plenty of irony for those who can spot it. (Evadne Price never is why the books are so often enjoyed and collected by adults.) There are merciless parodies of literary styles, romances, "good sweet maid", and those criminal-follies and life-saving heroics and heroines who have abounded in juvenile fiction. There has happily been no "up-dating" of Evadne Price's texts in *Jane and Co.* of the children of Little Dupperry still wear the clothes of the 1920s and have not been time-shifted into tee-shirts and trainers. Frank Grey's zany and exactly appropriate original illustrations have also been retained.

"Jane and Co." is published by Macmillan at £6.95.

Wide acres

Ned Only. By Barbara Willard. Julia MacRae £6.95. 0 86203 197 4

A new book by Barbara Willard is always something to look forward to, and *Ned Only* is well up to her usual high standard. The story of Ned and the small brown dog who, between them, keep the great spit turning before the kitchen fire of Winterwick Manor is told with warmth and vitality, and a kind of harsh awareness that makes the reader aware also of what life must have been like at the very lowest slave-level of "Downton" in Restoration England; and in "Upstairs" too, where a woman could be married off at the will of father or guardian, with no other consideration in the choice of bridegroom than his possession of rump and wide acres. A world in which, until the arrival of a catalyst in the shape of a new tutor for the son of the house, both Ned and Miss Felicity can accept their situation and their powerlessness to do anything about it as normal.

From the first chapter, if not from the first page, I became deeply involved with the people of the story: the very real, warm-blooded, complicated and contradictory human beings, seen against a background of characters headed by Sir Joshua Bidgood, who seem more like Hogarth grotesques. I found myself caring deeply what became of them, which for me is the acid test of a book; and was glad of the happy ending, though I did feel that in Miss Felicity's case it came a little too pat and manufactured, even to the convenient death of Mr Ransom's brother, turning him into an earl and a desirable husband for her. (I felt all along that he was a Frog Prince for Ned, the happy ending which is not so completely happy and not really an ending at all, rings completely true.

Rosemary Sutcliffe

Period pieces

Last and Found. By Jill Paton Walsh and Mary Mayer. André Deutsch £4.95. 0 233 97672 8.

Partnered by an illustrator of comparable distinction, Jill Paton Walsh turns here from the depths and subtleties of her full-length junior fiction to the deceptive simplicity of storytelling to the under-nines. She relies heavily on the devices generally found to appeal to this age-group - repetition affording the pleasure of successful prediction rather than surprise and a pattern so clearly marked that it is almost a programme. Four children in successive historical periods are each sent on a short errand with a gift to a grandparent. Each loses the article en route and, after a desperate but vain search, lights on some other interesting object which, as the youngest reader will quickly learn to foresee, is the one lost in the preceding episode. Each kindly grandparent accepts the substitute with assumed gratification, and sends the child home consoled.

The lively, pellucid prose is matched by similar qualities in Mary Mayer's illustrations. The expressions and attitudes of the characters are brilliantly drawn and radiate vitality. Pictures and text are truly complementary as they should be. The depiction of period dress, as of the changing background, has saved the need for long verbal descriptions and left the writer free for the dialogue and action. The pictures make points that the narrative cannot - that it is the same river, the same hillside, evolving through the ages from prehistoric settlement to contemporary town. Children will find interest in noting how Ag's shallowford has acquired stepping stones for medieval Alibon and a bridge for Georgian Peterkin, which in turn is overshadowed in Jenny's day by a bypass flyover. They may enjoy, too, spotting the item which the character has just lost and the one that lies ready to be found. This is very much a book for shared appreciation, whether in class or at home.

Geoffrey Trease

Northern lights

Jaci Stephen meets Janni Howker

At the age of 27, Janni Howker's writing career is already a remarkable success story. When we met in May, she was just preparing for a trip to New Orleans where her collection of stories, *Badger on the Barge*, was to receive the International Reading Association's first award for children's fiction. While it also takes its place on the short-lists of the Children's Book Award and the Carnegie Medal, Howker's recently published first novel, *The Nature of the Beast*, is beginning to attract wide critical acclaim on both sides of the Atlantic and numerous foreign rights sales in Europe.

Between making last minute travel arrangements on the telephone to her publisher, Howker relaxes in, or is rather swayed by, a huge armchair in her Lancashire home. Enormous mugs of coffee are in regular supply, contributing to that characteristic feeling of northern comfort and warmth.

The feeling that she has, at last, "come home" is significant in Howker's development as a writer. Following a childhood spent on the move with her nomadic family, her return to the north brought into focus an "extraordinary" world - "a world that everyone else took for granted". It provided the impetus for her to start writing as she, in the words of James Berry, "became aware of being full of feelings and



points of view that could not be mentioned to anyone ordinarily."

The Lancashire setting of both Howker's books is a clear indication of the extent to which she has been influenced by her northern environment; likewise, her favoured use of northern dialect in them. The influence of Tony Harrison and Ted Hughes made her aware that she could use her own language and she describes the experience as being a "liberating" one: "It gave me enormous wicked pleasure to be able to write colloquially at last, to taste the juice of my own language without having a teacher put a red pen through it. When I started to write, I had to forget most of the rules I'd learnt in English lessons."

Unemployment, "the harrowing of the north" as Howker calls it, has played a major part in her personal life and, as a result, is often reflected in her writing. *The Nature of the Beast*, set in a Lancashire village, deals specifically with its hardships and effects. This particular "local" problem and setting (in that the north is affected badly by unemployment), along with the use of dialect in both books, has not curbed their appeal. Howker confesses to being "habergasted" at the response and, for the most part, feels that she has been "lucky" with reviews: "I'm always interested to see the type of reviews the book gets. *The Nature of the Beast* is about not just unemployment, but anger and pain. It's always pleasing when a reviewer picks up on

the ambiguities". A recent review of the book in *The TES* "saddened" her, however. "It picked up on one incident, Mick's father is suffering from undiagnosed diabetes and the reviewer said that this was implausible - in fact, that it couldn't happen. Of course, you inevitably make yourself vulnerable when you write, but that sort of thing is still frustrating."

Howker feels that the popularity of both books owes a great deal to her publisher, Julia MacRae, who has been successful in getting them reviewed widely. Although Howker has been writing since the age of 15, "Jakey", a story in *Badger on the Barge*, was the first thing she had ever sent to a publisher. She first thought of sending the book to Collins, then a friend mentioned Julia MacRae: "I went to the library and looked at the books of some of their authors - Jane Gardam, Tony Brown. The thing that struck me was how beautifully produced they were". She recalls the sequence of events which followed with a still pleasurable nostalgia: "Firstly the manuscript went to the wrong address; Julia MacRae had moved offices. Then when they read 'Jakey' they asked me to send a second story. Eventually I was asked to go down to London. I couldn't afford the train fare and they very kindly sent it in the next post. When I arrived, I met Julia MacRae and we sat chatting for about twenty minutes. I was very scared. Suddenly she said, 'Oh, we are going to publish them, by the way'."

Howker insists that she does not set out to write children's books. "Back-handed compliments infuriate me - 'It's so good, it doesn't seem like a children's book'. My intention is to write good books ... the best I can."

Howker's writing is indeed successful in blurring the distinction between five stories in *Badger on the Barge*, each concerned with the relationship between a young and a much older person, are remarkable for their ability to bring two seemingly disparate worlds together. What unites them comes across as a sense of loneliness - in oneself, and therefore an intuitive recognition of it in another person. Howker sees loneliness as being common to every child, despite his/her background and levels of "happiness". It is to do with "the feelings of fear, confusion and puzzlement a child experiences - being 'by yourself' inside and lacking the facility to recognize that you're not alone in your feelings. It's a loneliness that is peculiar to childhood, rooted in a child's lack of experience."

It is Howker's love, understanding and patience with children that make her popular among local children of the Marsh Council Estate near her home. She takes pleasure in their blunt and honest responses to her work and life generally, and participates in many school visits. Recently, a class from a local primary school wrote their own book for her - *Flash Harry*, based on a series of workshops she had taken: "It was the best present I have ever been given."

On leaving the house, half a dozen children, including "Flash Harry" in person, rush to the door. They have been having a story from *Badger on the Barge* read to them in class. "Did you enjoy it?" I ask. "Brill", "Real good", they reply - and then "Ow d'you know, you wasn't there!" That's kids.

A dog's life

Top Dog. By Partap Sharma. André Deutsch £4.95 0 233 97748 1

The dog it was that wrote this book, demonstrating tolerant affection for his master Partap Sharma and most other noseless sons of Eve. Ranjha is a tracker-dog, living in Bombay, who has been trained to follow a trail even if it is days old. He treats smells the way that humans distinguish between sets of fingerprints - a sort of olfactory Sherlock Holmes.

By this method Ranjha catches petty thieves, a fake guru and a violent kidnapper, which is all stirring stuff. But he also tells the reader a lot about

how he was trained and, indirectly, how any dog should be treated. In fact one entire episode deals with a foolish master who thinks that Ranjha's master should be able to train her dog for her, without her establishing any relationship with the animal herself. Partap Sharma sustains an unusual convention to the point-life Ranjha, who did have all these adventures, died before it was published. Let's hope that the tracker Partap Sharma is training now will inherit his predecessor's literary turn as well as his nose.

Mary Hoffman

EXTRA

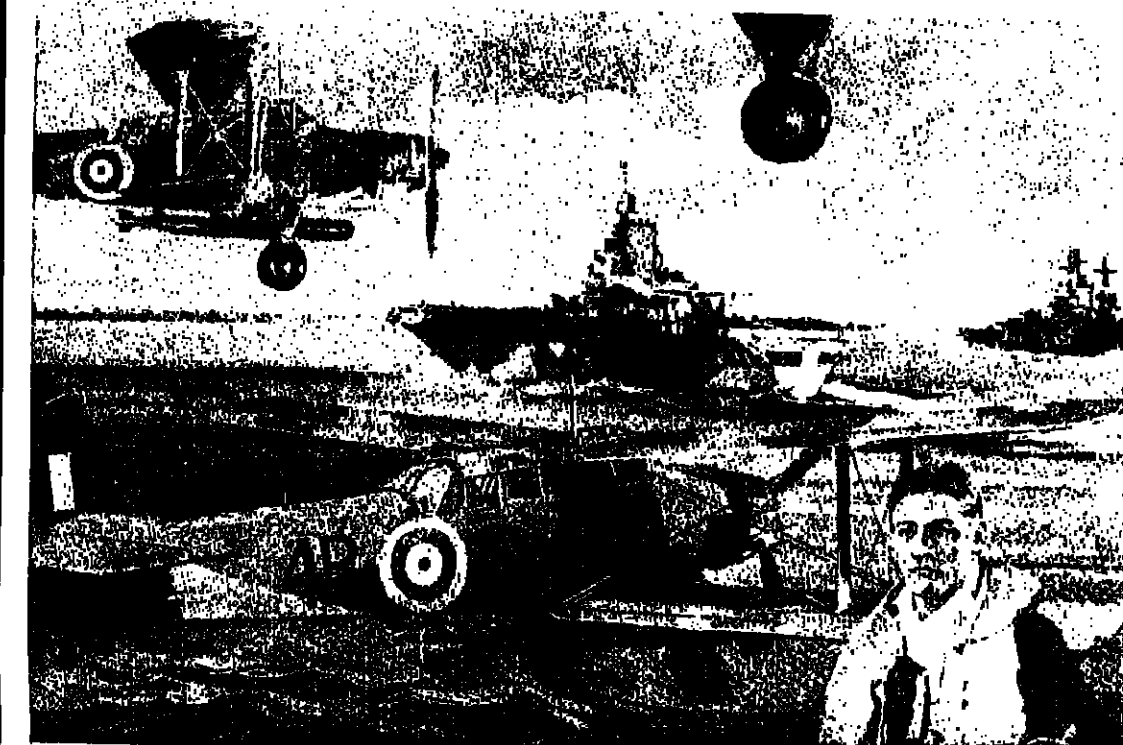
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Out of the mists

Celtic Tales. Told by Elena Chmelova. Translated by Stephen Finn. Illustrated by Zdenka Kraljicova. Orbis Publishing £4.00. 0 85613 607 7. Celtic Fairy Tales. Collected by Joseph Jacobs. Illustrated by Victor Ambrose. Bodley Head £5.95. 0 370 30682 1. Thistle and Thyme: Tales and Legends from Scotland. Retold by Sorche Nic Leodhas. Bodley Head £4.95. 0 370 30681 3. Axe-Age, Wolf-Age: A Selection of Norse Myths. Retold by Kevin Crossley-Holland. Illustrated by Hannah Firmin. André Deutsch £7.95. 0 233 97688 4.

The need for British publishing houses commission translations of Celtic stories from the Czech is not immediately apparent: it must be something to do with money, as Orbis's fat Celtic Tales, illustrated throughout in colour and black-and-white, is remarkably cheap at only £4.00. It will scarcely establish itself as a classic - the telling is as wooden as you would expect given the book's provenance, and the illustrations, charming in their way, have a distinctly un-Celtic air - but its buyers can hardly feel short-changed. The book is, indeed, rather better than its mass-market appearance, its desultory foreword by Frank Delaney, and confused scene-setting opening lead one to expect. The stories are genuine traditional tales only slightly garbled by quadruple translation and adaptation, and if they give no feeling of the speaking voice, at least they have not been too grossly distorted by the sentimentality or cynicism of educated minds.

The paperback of Joseph Jacobs's Celtic Fairy Tales costs a little, offers much more. With new headpieces by Victor Ambrose which contribute a welcome sly humour to the comic titles, this is a volume of Celtic tales, including the now out-dated notes of Jacobs's two Celtic volumes. Partly because Jacobs was working always at arm's length from his source - he had no Celtic - these volumes do not seem to me as successful as his English ones: nevertheless, they knock the Orbis book into a cocked hat. Jacobs adapted his tales from the great 19th-century collections: I. F. Campbell's Popular Tales and the five volumes of Walfs and Strays of Celtic Tradition for the Highlands, Kennedy, Curran, Hyde and their like for Ireland. These sources he supplemented from old manuscripts, providing a

remarkably varied "sampler" of the Celtic storytelling tradition. Numbers of his stories also appear - though sometimes from different sources - in the Orbis book, so it is really a case of "you pays your money and you takes your choice": £4.00 for "a tattered beggar, thin and wearing worn-out shoes", or £5.95 for "a lank, grey beggarman; half his sword bared behind his haunch, his two shoes full of cold road-a-wayish water sousing about him, the tips of his two ears out through his old hat, his two shoulders out through his scant tattered clonk, and in his hand a green wand of holly".

Sorche Nic Leodhas retells or recreates in Thistle and Thyme stories she herself has heard told. The result is not a scholarly collection of authentic texts, but a child's storybook reinterpreting traditional materials with respect and verve. Echoes of Gaelic idiom remain to enrich the English: the laird's lass, "the pawkiest piece in all the world", was on the look-out for a lover, but "she hadn't the shade of a bit of luck at first". Many of the stories tell of humans - often resourceful women - getting the better of supernatural creatures: fairies, kelpies, goblins, even the devil. "The Lass That Couldn't Be Frighted" is typical: the miller is afraid to grind at night because "a great ugly goblin comes up through the floor and steals the grain and beats him black and blue!" The last of the title pays no mind to that, and when the goblin tries his tricks on her, she pays him back in kind: "Never was there seen, since the beginning of time, such a terrible used-up goblin".

Such stories, still told in the Celtic areas of these islands, are one part of our cultural inheritance. Another part, so intimately bound in we may not at first recognize it, is given eloquent expression in Kevin Crossley-Holland's precisely honed retelling of the Norse myths, Axe-Age, Wolf-Age. This is a selection of stories culled virtually unaltered from his large-scale adult version published in 1980. By turns thrilling, terrifying, comic, poignant, the stories are left to speak for themselves, unadorned save for minor novelistic embellishment. Children have not before this been trusted with these stories: some will find them incomprehensible; others will find them to their sheet-lightening fascination, and to the verbal and rhythmic integrity of Crossley-Holland's taut bare prose.

Neil Philip

Sugar and spice

Seasons of Splendour. By Madhur Jaffrey. Illustrated by Michael Foreman. Pavilion £7.95. 0 9075 1658 0

The magic of Indian mythology and of an Indian childhood have been captured by Madhur Jaffrey in a cycle of stories meant to correspond with the seasons. Much of life in the country is shaped by annual events, festivals, anniversaries and each has an appropriate celebration. There is a deity to be worshipped for every occasion, and the best part is that they are human - they get angry and make mistakes and set them right - and it is that which endears them to children.

Written (in the best Indian tradition) so that they can be read aloud, the author has used anecdotes from her own childhood to explain the significance of festivals and customs. Episodes from the epic Ramayana and tales of the miraculous exploits of the young Krishna form a substantial part of the book. These, like the Greek myths, have the popular elements of wicked kings and queens, demons and noble heroes. The fables become more relevant when the author says, "all of India worships the blue god Krishna, but more personal. Not only was I raised on the banks of the Yamuna River, as he was, but I was born on the day of his birth".

What distinguishes Madhur Jaffrey's stories is that they do not belong

to the parents-versus-naughty-child genre. They are set in proper families, with husbands and wives, daughters, sisters and mothers in law. They speak of relationships in the family as a whole, not a truncated nuclear unit, emphasized by her own accounts of growing up in the midst of a host of story-telling aunts and a battery of cousins. This explains why certain stories are recounted on the day when wives fast for their husbands, or why on the spring festival of Holi, "all Indians, of all ages, have the licence to rub or throw colours - water-based, oil-based or powder form - on the victims of their choice. No one is considered worthy of exemption, dignified grandmothers included."

Cultural synthesis (as in the games played by the author where Robin Hood encounters Prince Rama) is totally alien to the English child. Madhur Jaffrey's memories of an "English convent" education combined with an intensely Indian (yet westernized) family are deeply accurate and evoke great nostalgia in me, for I had a similar upbringing.

This synthesis is not apparent in Michael Foreman's illustrations (he travelled to India especially for the book). They are jewel-like and accurate in physical detail but they are in the "Arabian Nights" style, evocative of magic lamps and flying carpets. Greater use of the miniature tradition or the folk element would have given his work a stronger Indian flavour.

Uma Ram-Nath



The angel Israfil within whose trumpet the souls of the dead were thought to be kept until the Day of Judgement is shown with an angel in the form of a falcon and the two lances of the Angel of Death in a decorative panel from Fabled Cities, Princes and Jinns from Arab Myths and Legends (Peter Lowe £5.50). This is a lavishly illustrated, highly informative introduction to the mythology of Arab peoples. Excellent value.

Irish eyes

The Ghost Girl. By Catherine Sefton. Hamish Hamilton £5.95. 0 241 11428 4.

Writers of children's fiction who deal with "the Irish problem" fall, broadly, into three categories: those who focus on their particular perceptions of the reality of the problem's contemporary Ulster aspect; those who extend that reality by incorporating dimensions of fantasy and of the supernatural; and those who write essentially historical fiction but who attempt to show how an understanding of the historical perspective can illuminate the Ireland of the 1980s. It is the clearest evidence of the achievement of Catherine Sefton that she here moves skillfully across these demarcation lines, creating in the process a rich, humane and engrossing novel.

In the Donegal village of Bonacast the Campbell children are having an enforced holiday while their parents are in Scotland, thinking of establishing a business to replace the one burned down somewhere in Ulster by a petrol bomb. Maxie and Mo, the youngest and oldest of the family, are sufficiently sketched in to gain our attention, but it is Clare, in her dual role of heroine and narrator, whose story this principally is. She may not be old enough to deal with the boy next door, but she relates instinctively to the ageing Catholic priest, whose kindness, allied to his interest in local history, encourages her to confide in him when she sees the ghost girl who emerges from her bedroom walls. She is soon immersed in Irish events of some two centuries earlier, finding in their atmosphere of death, betrayal and divided loyalties a mirror of her own life and times.

As Clare herself understands, things have not changed much. But they have to the extent that when, by her initiative and imagination, she has satisfactorily pieced together the ghost girl's story, she experiences a new happiness within herself. We applaud her for her resilience, for her commitment to life and love and for her realization that history can explain, though not necessarily excuse.

Robert Dunbar

Street credibility

Chris Powling talks to Bernard Ashley about his latest book

Set as it is in south London, with south Londoners as its main protagonists and a story line which seems to have south London in its very bones, *Janey* could only have been written by Bernard Ashley. He was born and brought up only a mile or two from where he now lives - and the junior school where he works as head teacher is close enough to have had Janey as a former pupil. Like *Terry on the Fence* or *The Trouble with Donovan Croft* or *A Kind of Wild Justice*, his new novel is about as autobiographical as it is possible to be without actually touching on the facts of his own life. Bernard Ashley's childhood was far from privileged but had a warmth and a stability and a family pride that he still recalls with affection. "There's no dishonour in a patch, my mum used to say". His characters tend to have no such mum and no such luck.



Janey herself is the sort of teenage waif or stray no one would want to - until, that is, she meets a redoubtable old lady called Nora Woodcroft. The tale tells of the transformation of a no-hoper into a high-hoper as Janey is slowly redeemed from her criminal background. Not easily, of course. Her author has no illusions about the actual life-chances of such a youngster yet "above all what I wanted was for the book to be hopeful and happy. She somehow finds when she meets the old woman that everything begins to work and I desperately wanted it to work for her. Whatever happened I wanted the book to have a happy ending". The latter, as every Ashley reader knows, can't be taken for granted in his novels.

What can be taken for granted in this and every other Ashley enterprise is a feeling for language that's rooted in ordinary, everyday speech - as if gossip has grown naturally to epic proportions. Alas, few reviewers can be relied on to recognize this aspect of his work. "Critics", he comments wryly, "don't talk about my prose-style". He suspects that the lowly nature of his narrative material tends to distract attention from his fascination with so apparently highfalutin a concern. It's the sort of misconception to which all writers are subject if they recognize, in his friend Bob Leeson's phrase, that "the schools are our constituency". Bernard Ashley takes his constituency very seriously indeed

over this". Hence the several drafts through which each of his books goes. And hence the greatest pleasure of all when he tackles his final draft "with a fine pen and a bottle of Tippex". He has a horror of falling into what he calls "Professional Cockney" and right up to the last minute makes careful adjustments to his text.

Another aspect of Ashley as storyteller which instantly identifies Janey as the spiritual sibling of Donovan Croft or Ronnie Webster or Patsy Green relates to the book's very structure. "I don't want to be a long-winded writer", he says, "you're at the bottom of the heap, with the violence - physical and emotional - which you must learn to take in your stride if you're not to be forced to your knees". Especially impressive here is his refusal to glorify and exploit this violence. As always, it's presented entirely as a matter of fact. The slings and arrows of fortune Janey must withstand are no more outrageous to her than the bouts of cold or hunger or

poverty or loneliness she accepts as part of the normal data of her life. Either she's able to cope with them or she isn't. She's a lady who can't afford the luxury of protesting too much because she's fully engaged with surviving. This makes all the more poignant her increasing obsession with Nora's own survival as their relationship deepens. The book's happy ending is convincing precisely because it seems to have been brought about by the efforts of the two main characters themselves rather than the connivance of their creator. In this respect Bernard Ashley's social awareness is more akin to that of a 19th century novelist than to the "committed" writer many would prefer him to be. Though fiercely opposed to the insistent isms of race, class, sex and age, he sees himself primarily as a teller of tales and "wouldn't want anyone to think they've got me in their pocket. Yet I am a socialist in broad terms and I'd be very unhappy if another socialist didn't recognize this. One of the strengths of *Janey* is that there are real people at the heart of the real issues it raises and the reader is never allowed to forget it."

So what are the book's weaknesses? Well, the chief one acknowledged by Bernard Ashley himself reflects his own ambivalence about the age of the audience he's writing for. For instance, if this is a book for secondary pupils why does sex loom so small in Janey's life? Living as she does under the same roof as the crude, hateful Reggie would she really keep it to herself? Or the other hand, how many primary pupils are equipped to comprehend such a detailed account of a youngster forced by circumstances to be so grown up? Ashley's own summary of this hedging is cheerfully frank. "A failure", he says, "I'm still learning how to deal

enough... almost. *Janey* may be difficult to place as a book but then so is Janey as a person: she veers alarmingly from adult to child to adolescent and is all the more credible for it. Bernard Ashley's constituency, whatever it is, can be confident that living, struggling, flesh-and-blood human beings are always at the centre of the programme he offers.

"*Janey*", Julia MacRae £6.95

Out of a well-stocked pot

Not After Midnight. By Marc Alexander. Viking Kestrel £5.95. 0 670 80191 7.

Dragon Smoke and Song. By David Harvey. Illustrated by Pauline Baynes. Allen and Unwin £5.50. 0 86861 425 4.

Tales of Magic and Mystery. By Ruth Manning-Sanders. Illustrated by Christopher Quallie. Methuen £5.50. 0 416 46530 7.

The Practical Princess and other liberating Fairy Tales. By Jay Williams. Illustrated by Rick Schreier.

The Bodley Head £4.95. 0 370 30819 0.

To Read and to Tell: stories for children. Chosen and edited by Norah Montgomerie. Drawings by Margery Gill. The Bodley Head £4.95. 0 370 30685 6.

After a couple of unpromising openers Marc Alexander really gets going with his "thirteen stories to haunt your dreams" (as the sub-title has it). The momentary spooky climax in his first story hardly justifies the dozen pages of photographic technicalities while the "heavy" satire on our materialist society will be above the heads of most youngsters. But there is plenty here and most of it is jolly good stuff. These stories are culled from countries world wide and Mrs Manning-Sanders retells them in her own characteristically brisk but inimitable fashion. There are one or two, however, which seem alien to her customary no-nonsense *modus scribendi*. "The Storm", in seven short episodes, is sad and a shade sentimental. The same might be said of "Cow Crumple" - how many stories, in the course of years of reviewing, have I read about a poor widow and her only son... Christopher Quallie's unpretentious black and whites are entrancing.

David Harvey speaks with an individual voice, narrating magical events in an uncluttered style without depriving those events of their enchantment. Pauline Baynes's exotic cover pictures, inside and out, will be a great draw and the book, as a production, is a delight to handle. David Harvey respects politeness, a virtue which he lauds in such vastly differing creatures as dragons and unicorns. Puzzling, therefore, after all the praise, to find him referring to dragons as "ill-mannered, who taunt and jibe and call you cruel names" - a bout of absent-mindedness, no doubt, from a writer who gained the prestigious title of International Mastermind 1981. His final story, "Ngarara The Taniwha", based on a Maori legend, suggests that our old friend Nettle of the Loch may be a universal phenomenon.

One would have thought that Ruth Manning-Sanders would by now have exhausted all there is to be written - for young people at least - about magic. What hasn't she published? Collections about sorcerers, charms, wizards, witches, magic horses, magic animals - there's no end. So what's left? Well there's plenty here and most of it is jolly good stuff. These stories are culled from countries world wide and Mrs Manning-Sanders retells them in her own characteristically brisk but inimitable fashion. There are one or two, however, which seem alien to her customary no-nonsense *modus scribendi*. "The Storm", in seven short episodes, is sad and a shade sentimental. The same might be said of "Cow Crumple" - how many stories, in the course of years of reviewing, have I read about a poor widow and her only son... Christopher Quallie's unpretentious black and whites are entrancing.

In *The Practical Princess*, first published in 1978 by Parents' Magazine Press in New York and then by Chilton and Windus in 1979, we come up against the age-old problem: is laughter inhibited by stories which deliberately set out to be funny? I'm fairly certain that the quaint, very English, expression, "a sense of humour" has no equivalent in other languages). All the heroes in this collection are dazlingly unheroic and the heroines "gutsily independent". Not everyone's humorous cup of tea, perhaps, but not without wit and charm.

What a splendid idea of Bodley to re-issue in paperback Norah Montgomerie's core collection of one hundred much treasured traditional favourites - fables, legends, myth, historical heroes and heroines and a sprinkling of modern writers, all securely pigeon-holed. An indispensable *vade mecum* for the teller of tales to the growing child from his tenderest moments. Mrs Montgomerie's well-stocked pot is spiced with flavours and aromas from places the world over and a suitably Celtic economy predominates in the servings she herself dispenses.

Stephen Corrin

The Children's Book will be published in September by Walker Books in aid of the Save the Children Famine in Africa Appeal. Celebrity contributors of poems and limericks include Ronald Dahl, Penelope Keith, Ken Livingstone, Esther Rantzen and the Prime Minister. Their work will be illustrated by popular artists like Quentin Blake, Nicola Bayley, Roger Hargreaves and Shirley Hughes. A fund has been set up to meet printing and distribution costs so that the entire cover price, £2.99, will go to the appeal.

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First Class Fiction

Poetic beanfeast

Tog The Ribber. Poem by Paul Colman. Illustrations by Gillian MacCulloch. André Deutsch £5.95. 0 233 97711 2

Gargling With Jelly. By Brian Patten. Illustrated by David Mostyn. Viking Kestrel £4.95. 0 670 8044 7

Scottish Nursery Rhymes. Edited by Norah and William Montgomery. Chambers £3.50. 0 550 34480 6

A Treasury of Irish Saints. By John Irvine. Drawings by Ruth Brandt. Broogan Books £5.95. 0 85105 902 3

The Duffal Penguin. By Richard Buckley. Bright Angel Publishing Company £5.85. 0 947921 00 1

Puddings and Pies. Compiled by Iris Grender. Illustrated by Jane Buttkley. Knight Books £1.25. 0 340 35070 9

I will build you a house. Chosen by Dorothy Butler. Illustrated by Megan Gressor. Hodder and Stoughton £5.50. 0 340 3049 9

It's one thing to believe in the validity of each reader's response, but another to disagree with Charles Causley, Seamus Heaney, Philip Larkin and The Poet Laureate Himself, all at the same time. They placed *Tog The Ribber* (it says on the dustjacket) among the four final choices for the Arvon Poetry Award. I thought it unpleasant and pretentious. It begins: "Your granny had a dreadful flight. / And that is why her hair is white. / And that is why she doesn't speak right in her account of a terrifying childhood encounter at Tog's tomb, the poem makes much play with her distorted language (with an occasional imitative stab at Lewis Carroll along the way: "But then I reached the fozzle ditch. / Oh highly, highly fozzle ditch! / Most host of all the highly high! / He could not pass. He giv a skritch!"). This is language straining too hard; and the determination to make it so. That dustjacket, however, is unerring. All I can report is that I cannot think of children who would experience the fission of fear and mystery Paul Colman is presumably trying to induce: I think they might be either confused or even repelled. I also could not help but wonder (and kids might too) that if Granny had been that way since she was a little girl, what did this say about Grandpa? The book may well achieve cult popularity among adults.

Brian Patten's *Gargling With Jelly*

offers 81 more poems for £1 less. Among them are several it would be good fun to read to juniors. The illustrations reinforce the sense that the book is largely a kind of poetic version of *The House*, lots of rocky energy, lots of pace and punch, and that kind of self-contained comic-paper world populated by the likes of Desperate Dan and Dennis the Menace ("My little sister was truly awful. / She was really shocking. / She put the badge in the fridge / And slugs in Mummy's stocking"). The poems are not, then, episodes of childhood closely observed in the Mike Rosen or Kit Wright vein. Where the real world does impinge, it is rather awkwardly at odds with most of the poems, a sombre piece about living-death in full-out shelters, a lament for a Dad who has left home, an image of the expelled Adam. The racism too often comes close to doggerel, and the regular references to nose-picking, snot and so on have at least a suspicion of giving the kids what we think they want.

Next, two from the Celtic Fringe. The Montgomerys may be the Scottish Celts; certainly, they have clearly made it their lives' work to preserve a heritage in their *Scottish Nursery Rhymes* (they published their first collection in 1946). Sassenach eyes glazed over. I have to admit, before poems that all seemed to begin with lines like "There was a clover dabbat in a man" or "Nievie, nievie, nick-nick!"; it is unfair to say more. In all seriousness, this could be a book Scottish parents and primary school teachers have been waiting for.

John Irvine's *A Treasury of Irish Saints* is a 64 x 42 gem. The illustrations are in the style of medieval woodcuts. The verses simple and balladic in mood. They are accounts of the deeds of Saint Patrick, Saint Columcille and the rest. Let "Saint Patrick and The Serpents" speak for itself:

There were serpents once in Ireland centuries ago
In the meadows and the forests
Where men were loth to go.

By Saint Patrick they were banished
Beyond the Irish shore
And one was never seen again
From Slensish to Cahore.

Not a book for mass consumption, but a pleasure for the reader.

The Duffal Penguin is made with even greater care, as though by one hand; and indeed Richard Buckley is

both author and, it turns out, The Bright Angel Publishing Company. The poems are printed on marbled vellum, the end-papers patterned with tiny penguins, the exquisitely reproduced illustrations based on Victorian prints of animals, each double-page lovingly designed. The poems make up a bestiary which promises that animals are not quite what they seem. Unfortunately, Mr Buckley has often stretched too hard for rhyme and rhythm, though the uncompromising language and clever wit may well attract bright young readers; and to handle this book is a kind of privilege.

The paperback *Puddings and Pies*, on the other hand, would be good to have around with young children for browsing, ready reference, and for fun. It is a collection of the astonishing number of children's rhymes there are about food; counting rhymes, skipping rhymes, who's-in-and-who's-out rhymes, gaming rhymes for guessing which hand it's in. It would be good to make a class collection first, of course, from the children's own repertoire, including rhymes to abuse politicians, with, for Iris Grender says, "Mrs Thatcher / Milk Snatcher" is still celebrated by children who never knew her earlier incarnation as Minister for Education - let alone free daily milk. We should have seen the writing on the playground wall.

Dorothy Butler is well known for her account of the part played by her severely handicapped grand-daughter, Cushla. Her collection *I will build you a house* is subtitled "Poems for Cushla" and it is, in the best sense, a grandmother's gift, an offering of what she has enjoyed through a lifetime. She is strong on Rossetti, Stevenson, de la Mare and Farjeon, for example, and almost entirely lacking in the contemporary pantheon. Mrs Butler believes in getting her dence in first:

"Some people are sure to say that a few of the poems are sentimental, and that are many of the things that are good in this world, and everything is new to each successive wave of young people." In pursuit of what is "good and true", she prefers things natural to things human. A copy might make for a useful balance in our teaching, for there is a temptation to go exclusively for what, illusorily, looks like the accessible. The music of these poems, especially, is often absent from recent work.

Geoff Fox

Dangerous journey

Drift. By William Mayne. Jonathan Cape £6.95. 0 224 02344 X

"They were alone on floating ice with a hungry, fierce, selfish animal, a bear woken from winter sleep." So ends the first chapter in this consistently tense story about a 19th century Red Indian girl Tawana and a white settler boy Rafe, lost and far from home in the North American wilderness. William Mayne himself has travelled a long way from his early novels about choir schools, and here writes with the same authority about forest people who cut the insects and mice, make fire by banging a knife against a stone and never raise a voice for fear of alerting enemies.

The plot is a simple one. Finally taken over by two Red Indian adults, anxious to claim their prize money for such a valuable find, Rafe trails after them through glade and swamp until he has circumnavigated the lake upon which he had originally floated away when the ice broke. All this time he is shadowed by his fellow victim Tawana, the young Red Indian who should have been killed at birth when the elders of her tribe had decided there were already too many baby girls. To save her life her parents chose to shelter

with the white man in his new village rather than with their own people on the prairies. But the two tough women who find Rafe would certainly have seen her, which is why Tawana remains hidden.

The journey back home is a fraught one, with the chief danger coming not from animals but from the white man, ever-suspicious about the people whose land he had so recently stolen. In the course of his travels both Rafe and the reader learn about how to walk without leaving any tracks, where to hunt and what to listen for in the forest. But any suggestion of jolly old scout games is negated by the continuous sense of struggle by the main characters to stay alive, and it is clear that there can never be any conventionally happy story-book ending. Back home Rafe sees Tawana just once more and then hardly recognizes her while his mother only grudgingly gives his Red Indian protector his modest reward. Yet everyone survives, and that fact in itself makes this a hopeful rather than a depressed picture of human beings and their essential toughness in the most adverse conditions.

Nicholas Tucker



Charlie and the Chocolate Factory is 21 years old. Billed on the jacket of the reissue as "the best loved children's book ever" on the strength of a *Sunday Times* survey, it continues to find readers for the hardback (Allen and Unwin £6.95) and new, lively illustrations. Chris Pownall's *Roski Dahl*, a profile of the author, appears in Puffin for the first time (£1.10).

Truckers' luck

Trouble Half-way. By Jan Mark. Viking Kestrel £5.95. 0 670 80188 7

This is what would be called, in another medium, a road movie. Amy's conventional novel, recently reissued, has to leave Amy for a few days in the care of her new stepfather, Richard. Richard is a lorry-driver and can't afford to lose work, so he takes Amy with him on a trip up north that will keep them on the move all week, sleeping (with perfect decency) in the back of the truck. Most of the book is about the journey: the stops at transport cafés, the washing in public conveniences, the delivery of loads, the things that go wrong. Readers who've admired Jan Mark's knowledge of aeroplanes and motor-bikes won't be surprised to find that she knows quite a bit about trucking, too.

There's more to it than the externals of the trip, of course. What's happening, partly, is that Amy is getting to know and accept the stepfather to whom she's previously been hostile. The journey is an ingenious device for accelerating what would really be a long-term development. Capable, commonsense Richard wins his way to Amy's affection: an achievement signalled by her casual reference to him on the next-to-last page as "my dad".

John Rowe Townsend

This year's Eleanor Farjeon Award winner is Robert Leeson, author, critic, journalist and indefatigable visitor of schools. His most recent book *Reading and Righting* (reviewed in TES March 22) sets out his philosophy on the social and moral implications of writing for children.

The Signal Poetry Award for work published in 1984 goes to Ted Hughes for *What is the Truth? A Farmyard*

Fable (Faber). Reports by the selector, Neil Philip and Anthea Bell, are published in the current *Signal*, 47, (available from The Thimble Press, Lockwood, Station Road, South Woodchester, Stroud, Glos. GL5 5EQ) together with articles on children's books in teacher education and for the handicapped child.

Reviews of children's books are published every week in the TES.

Super stars

Garfield and Keeping's latest collaboration, *The Wedding Ghost* (Oxford, £5.95 0 19 279779 4) gives both of them plenty to bite on. Leon Garfield has mixed elements of the Sleeping Beauty into the tale of a dull modern wedding between a plain Jill and a pug-faced Jack. At the centre of the book the hero of the modern story enters the traditional story and wakes the Sleeping Beauty in the usual fashion (Keeping's illustration dwells on the explicitly paired lips).

This is a great brew of a book in which the vulgar suburban wedding and the glamour and forbidding of the fairytale all intercut with a night spent wandering through Dockland and the City in a Dickensian London fog. Over half of the book, in fact, is taken up with Jack's journey to the Sleeping Beauty's palace, which begins on the Victorian platform of a London station, and takes him down river in a sailing barge to the edge of a forest which becomes the briar forest itself. The whole of this is splendidly done in words and pictures, and the settings chosen offer both writer and illustrator opportunities for brilliant display. Keeping's foggy impressions of the crazily derelict dockside pub and of the sailing barge with its one ghostly sail are thick with atmosphere, and there is a relish in Garfield's descriptions of the ghastly briar forest with its mementoes of past suitors: "I saw ribs, sometimes three or four together, like toast-racks; he saw fingers and toes scattered like pale confetti on the ground." Both of them linger pleasantly on the details of the sleeping palace - Keeping's sleepers wrapped in dust and webs like covered furniture, Garfield's picture of a sleeping cat, "a velvety grey cushion on a chair, rising and falling."

But, once journey's end is reached and both stories tumble together again, nothing quite matches up the magic and suspense of the long build-up. Which is perhaps, in this tale about a modern wedding, the point. The story enforces the hard logic of fairytale - none but the good-looking deserve the fair - but also, through the ghost story, offers a consolation prize - ordinary people are, at the extraordinary moments of their lives, transformed. For Jack, Jill's face will always wear the shadow of the Sleeping Beauty's smile behind it; the two faces flicker in and out of one another early in Charles Keeping's final illustration. It's a shame that all the pictures those of the Sleeping Beauty are the least well done; a sexy pout and excessive use of mascara sometimes make her look like a porno starlet.

Naomi Lewis' *A School Bewitched* (Faber £6.50 0 216 916860) also uses a source story, E Nesbit's *Fortunatus Rex*. A characteristically good tempered and well-mannered good term, the book is a gentle contest in magic between the Chevalier Dolore Delara (whose patent slippers have distinctly cloven toes) and Miss Fitzroy Robinson, the owner of a select girls' boarding school "for the daughters of respectable monarchs". Errol Le Cain's delightful mock-Victorian illustrations add enormously to the pleasure of the story with some amazing transformation scenes in which fairytale pastoral is initially overwhelmed by nineteenth century industrial landscape, before asserting itself and wrestling chimneys and gasometers with creepers.

Harking back still, Errol Le Cain also illustrates Hiawatha's Childhood (Longfellow/Le Cain, published by Faber £5.95 0 571 13286 3), and Longfellow's metre falls into a bedtime story rhythm as Le Cain's richly bordered pages trace Hiawatha's exploration of his world. The sheer pleasure of pattern in Le Cain's pictures is a delightful interpretation of Longfellow's rhythms and of the ordered world of myth in which Nokomis instructs Hiawatha.

Astrid Lindgren's *My Nightingale* is Singing (Methuen £4.95 0 416 52060 X) is a potentially grim story about a consumptive child, pauper in a nineteenth century Swedish poorhouse. Maria is hungry for any scrap of beauty in her depressing surroundings, but nothing feeds her. All she succeeds in finding is a single line of verse: "My



The Sleeping Beauty from *The Wedding Ghost*

linden plays, my nightingale is singing", and she uses this as an amulet against pain and misery. Eventually she builds a fantasy round it that turns into a miracle when, one day, a linden tree actually does grow in the middle of the paupers' potato field. It is all a bit Pollyannish with Maria as a little ray of sunshine in the poorhouse, but the understatement of the narration of Svend Otto's sensitive watercolours save the story from an excess of sentimentality.

The last book in this impressive line-up of picture books for older readers is *Brontosaurus* (Superior (Hamish Hamilton £5.95 0 241 11457 8), Robert McCrum and Michael Foreman's sequel to *The Brontosaurus Birthday Cake*. In his latest adventure the brontosaurus stars in a Hollywood stage musical, *Bones* (with a huge roadside advert that rivals the Hollywood Sign). But his old friend Bobby, in *Brontosaurus*, is a

Hollywood impresario who keeps the brontosaurus in luxurious high-security solitude ("The brontosaurus talks to no one," said I. Samuel Gold). The unhappy and overweight brontosaurus finally breaks free in the middle of a television studio, kicking his manager into a waste paper basket, and apparently disappearing through a large tear in Michael Foreman's high quality watercolour paper. It's a moral story of the hollowiness of fame, the misery of being favoured of the month. Much of the fun comes from Michael Foreman's enjoyment of the Hollywood locales, and from the contrast between Bobby's colourless British home and family and the craziness of California. The brontosaurus costumes are really neat - on stage he appears in an astronaut's suit, at the poolside he wears striped bathers with a personalized logo, and his final scene is played in a sort of gem-studded white Liberace suit. Enjoy.

Myra Barrs

Second time around

The idea of reissuing in a handy, agreeable form some of the currently less accessible landmark books from the past was a commendable one. All six here are by writers of quality, literate themselves and clearly assuming some literacy, some mental nimbleness, in the reader. All at the time were in their twenties or early thirties. It could be that both the flaws and the merits of their work have a source in this.

The Summer Birds (1962), written when its author was 23, has always been a favourite with under-11s, who feel at ease with its practical look at magic, and its sharp child-view. What keeps it alive, though, is the actual writing, which makes its more striking episodes quite hard to shift from the mind. (Structure is Penelope Farmer's weakness - the filling of the spaces in between.) The theme, whether consciously or not, is a recasting of *Peter Pan*, without Barrie's myriad complexities, but with certain variations of its own. The easy ruthlessness of the young - a strong point with Barrie - does not escape the author, nor the fact that Panhood may be a fantasy round it that turns into a miracle when, one day, a linden tree actually does grow in the middle of the paupers' potato field. It is all a bit Pollyannish with Maria as a little ray of sunshine in the poorhouse, but the understatement of the narration of Svend Otto's sensitive watercolours save the story from an excess of sentimentality.

In *Charlotte Sometimes* (1969) the same Charlotte, now 12 or so, goes to boarding school where she shifts identity, on alternate days with a ghost-girl, Clare, who was pupil there in 1918, some forty years earlier. But this book, though well-liked, I believe, by children, doesn't stand up well to re-reading, with its enclosed and worrying plot. My own choice would have been for *William and Mary*, the most cogent and original of this author's

Glilian Avery's entertaining novels set in late Victorian or Edwardian

England well deserve a new set of readers. Indeed, *The Warden's Niece* (1957) which was - and remains - a delightful novelty, is more in key with today (except for its gratuitous jokes about bullfighting) than some would think. Orphan Maria, a shy, untidy 12-year-old with a dreamy notion (absurd, of course) that she would like to be a Professor of Greek at Oxford, runs away from her terrible school and is given a home by her kindly uncle, Warden of an Oxford college. There she shares the tutored lessons - and wild escapades - of the three outrageous Smith boys, sons of a neighbour, by luck, persistence, by breaking into a historical house some miles away, by an unheard-of admission to the Bodleian, she achieves a tiny piece of scholarly discovery. Uncle applauds! It's the first step on the road.

In *The Elephant War* (1960) Harriet, another such girl, timid yet spirited, is likewise forced into acts of reckless bravado in spite of herself. When her doctor father moves to Oxford, she hopes to find a few congenial friends, maybe even the three boys (yes, we know them) whom she hears exchanging wonderfully witty talk at the Ashmolean. But her next encounter with the Smiths is a shaming and wildly funny disaster. The pace never diminishes; how does this subtle and ungracious author manage it? And yet, and yet, I would not have chosen this book for reprint - for the simple reason that the central comedy is based on matters not comic at all. The organized protest against selling the elephant Jumbo to Barmen circus in America may have had its humour, but the cause itself had not. The history of this poor creature with its swum-off tusks was a sombre one, and its death not too long after in the Barmen menagerie can be seen as its only piece of luck.

Jill Paton Walsh is the only one of the three who still writes full-length fiction for the young, or older young.

few are alike. *Goldengrove* (1972) and *Unleaving* (1976) are linked novels

whose core is an old loved house on the Cornish coast, a place seen only in radiant summer, where age and childhood experiences intertwine. But which is Now? which is memory? *Goldengrove*, in the first book, is the one place where schoolgirl Midge and her cousin Paul, close but separated childhood friends, can meet. But are they brother and sister? The summer sky has its dark impending cloud.

Unleaving, a no less seductive book, is one of the earlier recent novels of adolescent love and (though we learn of nothing more dangerous than a shared bottle of whisky after lights out) maybe one of the best. This is not the only thread in the book, but the weaving of plot is cunning. When Midge, now a clever, unresolved 16-year-old, becomes the owner of *Goldengrove* by Gran's will, her headmistress persuades her to let the house for the summer to a university reading party (philosophy), and to stay there too. "An acquaintance with some dubious people might be of use to you, my dear." The Professor in charge has a moody son Patrick, 17 or so, who becomes Midge's sparring friend and ally against the philosophers. But the family is also burdened by a lumpy retarded child, mocked and shunned by the other children around. Sensitive Patrick, almost destroyed by the problem (skillfully echoed in the scholarly disputations that Midge half listens to) tries to solve it. But does he? Interleaved throughout are scenes of a golden summer, with Gran and youthful relatives by the Cornish sea. But this Gran was once Midge. The same old-fashioned question arises: which is memory? Which is Now? You have to re-read to catch the clues, but (a few absurdities apart) the story gains each time.

Scholarly books of privileged people? New versions of age-old themes? Any thoughtful reader can tell you that the second question simply absorbs the first.

All these titles are in the Bodley Bookshelf series (Bodley Head £3.95 each).

Hair-raising encounters

A Box of Nothing. By Peter Dickinson. Gollancz £5.95. 0 575 03530 7

Imagine a cross between *The Mouse and his Child* and *Red Shift* turned into an adventure fantasy for nine to ten year olds and you might, just, arrive at Peter Dickinson's *A Box of Nothing*. The Nothing in question being no less than a bit of black hole (I think) sold to the hero, James, for no pounds, no pence, which leads him from an ordinary rubbish dump onto an outside, cosmic, rubbishish dump of all earthly and creaturely detritus since the beginning of time, and from thence into the beginning of time; the big bang no less.

James, fortunately, is a thoroughly modern child. Not only is he good at maths; he has also watched a programme on television the night before about Black Holes, which puts him in a better position to understand what's going on than this not very scientific reader.

Not that it matters. Hazy as your grasp of modern physics may be, the story of James's alliance with the Burra, a confederation of discarded objects, ranging from toys to computer, and his hair-raising encounters with rats and seagulls, made monstrous because the incompleteness of the black hole has put the whole dump (or world) out of phase, is lively.

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2193-2194, 2195-2196, 2197-2198, 2199-2200, 2201-2202, 2203-2204, 2205-2206, 2207-2208, 2209-2210, 2211-2212, 2213-2214, 2215-2216, 2217-2218, 2219-2220, 2221-2222, 2223-2224, 2225-2226, 2227-2228, 2229-2230, 2231-2232, 2233-2234, 2235-2236, 2237-2238, 2239-2240, 2241-2242, 2243-2244, 2245-2246, 2247-2248, 2249-2250, 2251-2252, 2253-2254, 2255-2256, 2257-2258, 2259-2260, 2261-2262, 2263-2264, 2265-2266, 2267-2268, 2269-2270, 2271-2272, 2273-2274, 2275-2276, 2277-2278, 2279-2280, 2281-2282, 2283-2284, 2285-2286, 2287-2288, 2289-2290, 2291-2292, 2293-2294, 2295-2296, 2297-2298, 2299-2300, 2301-2302, 2303-2304, 2305-2306, 2307-2308, 2309-2310, 2311-2312, 2313-2314, 2315-2316, 2317-2318, 2319-2320, 2321-2322, 2323-2324, 2325-2326, 2327-2328, 2329-2330, 2331-2332, 2333-2334, 2335-2336, 2337-2338, 2339-2340, 2341-2342, 2343-2344, 2345-2346, 2347-2348, 2349-2350, 2351-2352, 2353-2354, 2355-2356, 2357-2358, 2359-2360, 2361-2362, 2363-2364, 2365-2366, 2367-2368, 2369-2370, 2371-2372, 2373-2374, 2375-2376, 2377-2378, 2379-2380, 2381-2382, 2383-2384, 2385-2386, 2387-2388, 2389-2390, 2391-2392, 2393-2394, 2395-2396, 2397-2398, 2399-2400, 2401-2402, 2403-2404

NORTHAMPTONSHIRE
PRINCESS MAHINA
HOSPITAL SCHOOL
Wooden Road, Upton
Northampton NN5 6UH
ASSISTANT TEACHER

To work as part of a team with handicapped young people, to develop their social skills. Self Help Skills and Social Skills feature prominently in the curriculum.

Scale 25 a possibility for suitably qualified experienced person.

Application form available from the Headmistress (SAE please).
(17547) 160000

FAIRLAWN SCHOOL
Gardens, GAA
Northants. NN8 2AA

Group 5½: Children with
learning difficulties and
learning difficulties.

Applications are invited
for a place plus SSA post
within a level in the
who are referred from teachers
and parents. The course
is a 3½ Ed. course for
children. 1980-1981

Further details and ap-
plication form available
from the Headteacher (SAG
contact). (18053) 180022

WANTED - For September:
Trained Graduate Teacher
with experience in the
primary and Long unit an in-
terest in the development of
children with special
needs. The post involves
developing a range of post in
the school and a high level of
commitment to a G level
programme. The successful
candidate will be essential. Bur-
ton School, Burton, Leics.
H.D. Dr Audrey S. Wisbey,
H.D. Burton, Leics.
H.D. Burton, Leics.
75121, (13430) 180022

de
nal Counsel

qualified registered teachers with
 living the west end of Dundee and
 807 with 688 pupils in S4-S6.

LECTOR
CADEMY
 90)

of the above posts may be
from—
Buildings, Forfar DD8 3LF
Nethargate Centre, 38 Yeaman
is **THURSDAY, 27 JUNE 1986.**
(18248)

Local Council
DEPARTMENT
Community
Officer

Crichton Street, Dundee
knowledge and understanding
with several years'
general role within the
able. Dundee will be responsible
and control of the Community
region, Tayside Region
to offer in terms of local
the high standard of living
able. Closing date for receipt
1985.

Application forms for the above
available to the Director of
Crichton Street, Dundee —
31. Answering Device
day.
are available in certain
ments.
ivly. (10251)

1. *Phragmites australis* (Cav.) Trin. ex Steud.

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North Street, Glenrothes, to whom completed forms should be returned not later than Friday, 21st June, 1968.

Candidates of either sex may apply. (10251)

BERKSHIRE
CROOKHAM COURT
SCHOOL
Nr. Newbury. Berks.
Tel: Thatcham 63080
Teacher of French required
for September full or part
time. Please state other ac-
tivities offered. Burnham Ac-

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SURREY EDUCATION COMMITTEE GUILDFORD COLLEGE OF TECHNOLOGY Stoke Park, Guildford, Surrey GU1 1EZ. BUSINESS STUDIES DEPARTMENT

Lecturer I in Business Studies

with particular reference to numeracy and accounting. Appointment to start on 1st September 1985. (Post ref: BS/BS1). Closing date Monday 24th June 1985.

PRINTING DEPARTMENT Temporary Full-time Lecturer I in Photography

one year appointment from 1/9/85 to 31/8/86, to teach photography and related theory to City and Guilds 517, 523 and 750 standard. (Post ref: PPHOT.1). Closing date 1st July 1985.

SCIENCE AND HUMANITIES DEPARTMENT Temporary Full-time Lecturer I in Statistics & Mathematics

(one year from 1/9/85 to 31/8/86) to teach GCE 'A' level and BTEC students. (Post ref: SH/STAT/M). Closing date Monday 24th June 1985.

Salary Lecturer I scale £5,910 - £10,512 plus £284 Fringe Area Allowance (Salaries under review from 1/9/85). Generous relocation expenses available in accordance with Surrey County Council's scheme.

Application form and further details (for all 3 posts) from Principal (SAE requested - quote post reference).

COLLEGES OF FURTHER EDUCATION

(continued)

BIRMINGHAM CITY COUNCIL

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EDUCATION DEPARTMENT

NUTON COLLEGE OF FURTHER EDUCATION

Senior Lecturer in Business Studies. Salary £5,910 - £10,512.

HEALTH AND COMMUNITY STUDIES DEPARTMENT

Lecturer I. Salary £5,910 - £10,512.

TECHNICAL COLLEGE

Senior Lecturer in Business Studies. Salary £5,910 - £10,512.

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CUMBRIA

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LECTURER I IN BUSINESS COMMUNICATIONS

Salary £5,910 - £10,512.

LECTURER I IN BUSINESS COMMUNICATIONS

COLLEGES OF HIGHER EDUCATION

KENT COUNTY COLLEGE OF HIGHER AND FURTHER EDUCATION
Department of Mechanical & Production Engineering
Applications are invited for the post of **LECTURER GRADE 2** in Mechanical & Production Engineering from 1 September 1985 or as soon as possible thereafter.
Candidates should hold a degree or professional qualification and be able to teach one or more of the new technologies associated with Computer Aided Engineering. Salary scale: £27,345 - £12,058.
Further details and application forms available from the Principal, Mid-Kent College of Higher & Further Education, Harsted, Maidstone Road, Chatham, Kent. Those who completed applications should be returned by Friday 21 June 1985. (18405) 34000

Nene College Northampton

Lecturer II/Senior Lecturer in History

Required for January 1986.
To share in the teaching of History courses at 'A' level and Degree level (Combined Studies and B.Ed Primary Degree).
Application form and further information send a.s.e. to the Dean, Faculty of Humanities and Adult Education, Nene College, Moulton Park, Northampton NN2 7AL.
To be returned within 14 days of the appearance of this advert. (18218)

DERBYSHIRE COLLEGE OF HIGHER EDUCATION

Lecturer II/Senior Lecturer in Early Childhood Education

Recent school experience necessary together with a working knowledge of Nursery Education in urban multicultural schools. The successful applicant will contribute to both initial and in-service courses.
Application forms and further particulars from Staffing Officer, Derbyshire College of Higher Education, Kedleston Road, Derby DE3 1GB, telephone Derby 47181, extension 8. (18102)

St. Christopher's CH (E)

Scale 1 -
Teacher of General and Practical Subjects
Do You Welcome Challenge?
An enthusiastic and innovative teacher, with an interest in working with disadvantaged and under-achieving adolescents, is needed to join our Education Department.
The post would involve some teaching of basic subjects and also a contribution to the development of practical modules for the "16-19" pre-vocational course for school leavers.
St. Christopher's offers education in a residential setting for boys from all over London who need considerable motivation and encouragement to achieve their learning potential. A commitment to this kind of challenge plus flexibility of teaching methods is important.
Applicants should have satisfactorily completed their probationary year. Enquiries to Keith Lewis Assistant Principal Education 01-581 1298.
Salary: Barnham Scale 1 plus £678 L.M. £1110 responsibility allowance.
Application form and further details from the Personnel Officer, Chlo Centre, Uxbridge, Middlesex. Telephone: Uxbridge 80889 (24 hour answering service), quoting reference no. 85/28/10X8. Closing date 18th June, 1985.

Hillingdon

London Borough of
Applications from disabled persons will be welcomed. (18170)

Adult Education

HAMPSHIRE WINCHESTER AND DISTRICT ADULT EDUCATION INSTITUTE

Required for September 1985
LECTURER GRADE 11 in English as a Second Language. Applicants should have a minimum of 5 years experience of teaching in Adult Education and suitable subject qualifications. Duties will include night teaching per week. Applications from ethnic minority and bilingual people particularly welcome.
Details in accordance with the Barnham (F.E.) Report. Lettering Grade 11, £27,345 - £12,058 plus £1,038 London allowance.
Details and forms returnable by 21st June 1985 from the S.A.E. at the above address.
All posts from Lecturer 1 to Principal Lecturer are considered suitable for job share. There will only be considered if submitted as a pair. **IS AN EQUAL OPPORTUNITIES EMPLOYER.** (17353) 38000

LONDON Inner London Education Authority

SOUTH LONDON ADULT EDUCATION INSTITUTE
Applications are invited from suitably qualified persons for the post of **LECTURER GRADE 11** in English as a Second Language. Applicants should have a minimum of 5 years experience of teaching in Adult Education and suitable subject qualifications. Duties will include night teaching per week. Applications from ethnic minority and bilingual people particularly welcome.
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Youth and Community Service

CHALLENGE OF INDUSTRY

The Industrial Society holds events in schools which bring in practising managers and technicians to discuss the importance of industry in the country and to build closer links between schools and industry.
The organization of these events involves all aspects of conference organization: telephone and mail contact with schools, travel, and company; considerable experience should be self-evident. Office skills and typing are essential.
Vacancies exist in London and London.
Salary range from £6,400 to £7,650 (£1,000 London allowance).
Applications with curriculum vitae to or more information from Carolyn Andrews, 188 Grosvenor Square, London W1A 3AA. Tel: 01-753 44000. (18421) 44000

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Department of Social Service

TEACHER REF: TES/26

Westwood Grange Observation and Assessment Centre, Leeds 10
Burnham 1 plus £1,110 A.S.L.

The establishment provides 20 places for adolescent girls. Applications are invited from qualified teachers to teach general subjects at remedial level with ability in art and particularly music.
Informal enquiries: Mr J E Wootton, Tel: 705203.
Application forms by writing, enclosing S.A.E. to Director of Social Service, Seletaport 8, Merion House, 110 Merion Centre, Leeds LS2 8DA.
Leeds is an equal opportunity employer.
Closing date: 20 days after the appearance of this advert. (18220)

BUCKINGHAMSHIRE COUNTY COUNCIL

DETACHED YOUTH AND COMMUNITY WORKER
WYCOMBE AREA
SALARY: JNC 3 (A-B) £8,595 - £9,651 p.a.
A qualified Youth Worker or teacher, preferably with experience of working with young people from ethnic minority backgrounds, is required for this exciting and challenging post based in High Wycombe.
The person appointed will work with young people in the 16 to 25 age range to help them identify and work towards meeting their needs. He/she will be expected to meet young people in a variety of situations including the Multi-Racial Centre, where ethnic minority young people are encouraged to meet and discuss their problems. The previous post-holder worked with young people from the Indian, Pakistani, Bangladeshi and West Indian Voluntary Youth Groups which were founded by the young people themselves.
Application forms and further details are available from the Chief Education Officer, Youth and Community Service, County Hall, Wycombe, Bucks HP12 1JZ upon receipt of a stamped addressed envelope. Please quote reference stated. For an informal discussion, telephone 0494 811111. (18421) 44000

HEREFORD AND WORCESTER

YOUTH SERVICE

Applications are invited for the post of **YOUTH SERVICE OFFICER** to be based at the County Hall, Hereford. The successful candidate will be responsible for the day-to-day running of the Youth Service, which includes the provision of advice and guidance to young people, the organization of youth activities, and the provision of a youth club. The post-holder will also be responsible for the recruitment and training of youth workers. The successful candidate will be a qualified youth worker with a minimum of 5 years experience in the field. The salary is £8,595 - £9,651 p.a. Applications should be sent to the Chief Education Officer, Hereford and Worcester, County Hall, Hereford, HR1 1JZ. (18421) 44000

DURHAM COUNTY COUNCIL

ASSISTANT YOUTH LEADER
NEWTON Aycliffe Youth Centre
Aycliffe is a large Youth Centre based on 6.0 a.m. to 10.0 p.m., seven days a week. Applications are invited for the post of Assistant Youth Leader. The successful candidate will be responsible for the day-to-day running of the Youth Centre, which includes the provision of advice and guidance to young people, the organization of youth activities, and the provision of a youth club. The post-holder will also be responsible for the recruitment and training of youth workers. The successful candidate will be a qualified youth worker with a minimum of 5 years experience in the field. The salary is £8,595 - £9,651 p.a. Applications should be sent to the Chief Education Officer, Durham County Council, County Hall, Durham, DH1 1JZ. (18421) 44000

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Leisure Services/Youth & Community

Youth Worker

Atro-Caribbean National Athletic Centre
£8,357-£8,394 p.a. (Qualified)
£8,357-£8,394 p.a. (Trainee)
Applicants should be experienced youth workers whose basic function will be to develop work primarily with young people of Afro-Caribbean origin. A.C.N.A. is located within the St. Ann's area of Nottingham, which is approximately 1 mile from the City Centre. Among the many local resources are included a well equipped sports hall, narrowboats, the National Water Sports Centre, plus facilities for developing Art and Cultural activities. There are training opportunities locally and nationally both for the person appointed and the young people with whom he/she will be working. The Centre operates a Social Club and there is a Youth Workshop on the A.C.N.A. complex. Other staff at the Centre include a Manager, to whom the successful applicant will be accountable, an Education Worker and a full-time Secretarial Assistant.
This is a re-advertisement and previous applicants need not re-apply.
Relocation expenses where appropriate.
For an informal discussion telephone Mr. George Powe, Secretary A.C.N.A., Nottingham (0602) 60824 or Greta Maud, Area Youth & Community Officer on Nottingham (0602) 418511 Ext. 250.
For further information and application forms please contact the Staffing Section, Leisure Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham, NG2 8BJ. Tel: Nottingham (0602) 824824 Ext. 444. Closing date 31 June. Please quote ref: 145.

An Equal Opportunity Employer

Nottinghamshire County Council

County Hall - West Bridgford Nottingham NG2 7DP

County of Cleveland

EDUCATION DEPARTMENT

FULL-TIME YOUTH & COMMUNITY WORKER

Salary in accordance with J.N.C.2

Required at South Eton Youth and Community Centre.

Applications are invited from suitably qualified men or women for the post of full-time youth and community worker at this new purpose-built centre, situated in South Eton, East Middlesbrough.

Salary and conditions of service are in accordance with the recommendations of the Joint Negotiating Committee for Youth Leaders and Community Centre Wardens. The basic salary for the worker will be £8,357 - £8,103 (max.).

Application forms and further details are available from the County Education Officer, Education Office, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, to whom completed forms should be returned by 21st June, 1985.

WE ARE AN EQUAL OPPORTUNITIES EMPLOYER (18201)

YOUTH AND COMMUNITY TUTOR

MIDDLESEX LODGE

Regional Resource Centre
Salary JNC 2 £7035 - £8771

Middlesex Lodge provides a range of short and medium term units and services for up to 36 girls who are accommodated in 2 open units and a secure unit for 6. The girls are experiencing an extreme crisis and exhibiting unmanageable attitudes either at home, with foster parents, or even in other residential care. The stay at Middlesex Lodge allows time to stop, reassess and re-plan a care programme.

Education is provided on the premises by a team of 8 staff. Many of the girls are now over school leaving age and this new post of Youth and Community Tutor has been created to broaden the educational base and make it more appropriate for those who are 16+.

The post holder will join this team of teachers and will work in partnership with the residential workers as well as establishing close links with the Community and Youth Services.

The ideal candidate will be a qualified youth worker who is motivated to work with adolescent girls and who can offer a range of skills encompassing group work, social life skills, art/craft, community service and/or work experience.

If interested, please ring Sally Wells or Mary Milne on 01-832772, quoting reference No. 58/88/19X.

Closing date 21st June, 1985.

Applications from disabled persons will be welcomed.

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THE TIMES EDUCATIONAL SUPPLEMENT 7.6.85

YOUTH & COMMUNITY

LANCASHIRE COUNTY COUNCIL

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Overseas Appointments St. Helena

St. Helena consists of the island of St. Helena and two dependencies; the island of Ascension and a group of islands forming the dependency of Tristan da Cunha. Situated in the South Atlantic Ocean, and although within the Tropics, St. Helena's climate is kept mild and equable by the south-east trade wind.

St. Helena is in the process of changing over from a 2-tier to a 3-tier system of Education (i.e. lower, middle and upper school) which will be introduced fully with the opening of the new Prince Andrew School in September 1988. In view of this proposal, special consideration will be given to candidates having experience in a 3-tier educational system. Such experience is not however, essential.

POST: (1) TEACHER in HUMANITIES (HISTORY/ENGLISH)
(2) TEACHER/TECHNICIAN in TRADE SKILLS
(3) TEACHER in HOME ECONOMICS

Reporting to the Education Officer, the principal duties are:

POST 1

To teach History to 'O' and 'A' level and English to 'O' and possibly 'A' level at Secondary Selective School and Further Education.

Qualifications: Candidates must possess a B.Ed., specialising in History or a BA in History with Dip.Ed. and 'A' level English.

POST 2

- To set up integrated apprentice courses in basic trades between the Trades School and the Public Works Department.
- To teach a course in electricity to instructors and apprentices.
- The in-service training of instructors especially in teaching and expansion of the present apprenticeship schemes.
- To teach TD to 'O' level at further education classes.

Qualifications: Candidates must possess a M.Cert.E. or qualification from a similar institution, which could include HNC.

POST 3

- To teach Food and Nutrition to 'O' and possibly 'A' level and Dressmaking to 'O' level at Secondary Selective School and Further Education.
- To develop the curriculum in Home Economics and Dressmaking in secondary education.

Qualifications: Candidates must possess a B.Ed. or equivalent teaching qualification in Home Economics, specialising in Food and Nutrition.

Applicants who should be British Citizens, should apply by 28th June 1988. The successful candidates will be required to take up their positions in August 1988.

For full details and application forms, please apply, stating post concerned, experience, to: Appointments Officer, Overseas Development Administration, Room AH387, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G78 8EA.

**OVERSEAS
ODA DEVELOPMENT**
Britain helping nations to help themselves

English Language Teacher (TEFL)

Saudi Arabia

**Over £29,700
for 2 years tax-free**

The giant Lockheed Corporation is assisting the Royal Saudi Air Force to keep their Hercules squadrons fully operational. Training comes high on our list of priorities and English Language Teachers feature prominently among the talents most in demand. Your TEFL qualification could command a 2 year tax-free income of over £29,700. It could also qualify you for a host of other

benefits: accommodation, air fares, transport and almost all entertainments are freely provided when you work with Lockheed. Suddenly, a 2 year renewable assignment in Saudi Arabia makes a great deal of sense. So ring or write today. Lockheed Corporation (International) S.A., Alliance House, 29-30 High Holborn, London WC1V 6AX. Tel: 01-831 0089.

Lockheed
EMPLOYMENT BUSINESS

OVERSEAS POSTS continued

GERMANY

Required for September 1988, or January 1989. 1 Infant Teacher. Vertically integrated 1st plus 2 year infants. French approach. 3 junior teachers for 1st year Juniors.

2 year contract renewable, salary British plus.

Applications with full C.V., passport, photo and references and phone numbers to: Headmaster, Prince Andrew School, 1985 to June 1986. Free accommodation.

Write urgently with CV and SAR for details to: Mr. M. P. G. (17455) Lower 460000

GREECE

Female graduate English teacher (part-time) required. Athens primary school. Oct. 1988 to June 1989. Free accommodation. Write urgently with CV and SAR for details to: Mr. M. P. G. (17455) Lower 460000

GREECE

Male teachers required. One-year contract from September 1988. B.A. with English or teaching cert. with English main subject. TEFL essential. TEFL experience and/or primary teaching desirable. Reply with full details and photo to: Mr. M. P. G. (17455) Lower 460000

INDONESIA

INTERNATIONAL LANGUAGE PROGRAMS Jakarta. E.F.L. teachers required for September. Applicants must be experienced teachers with degree and EFL training. Minimum salary: Rp. 750,000 monthly. Accommodation provided. Salary paid. Please apply with full details and photo to: Mr. M. P. G. (17455) Lower 460000

INTERNATIONAL HOUSE

English teachers required. Contract: 9 months from September 1988. Write to: Mr. M. P. G. (17455) Lower 460000

Qualified E.F.L. teachers required from September. Experience: knowledge of computer, management, motivation, etc. Write to: Mr. M. P. G. (17455) Lower 460000

ITALY

Qualified E.F.L. teachers required from September. Experience: knowledge of computer, management, motivation, etc. Write to: Mr. M. P. G. (17455) Lower 460000

ITALY

THE BRITISH SCHOOLS OF MONZA AND NOVARA. Required: E.F.L. Teachers (4) Primary, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th. Write to: Mr. M. P. G. (17455) Lower 460000

ITALY

Experienced E.F.L. Teachers. Italy 1988/89. Degree plus preferred. Write to: Mr. M. P. G. (17455) Lower 460000

KENYA

GREENSTEDT'S INDEPENDENT SCHOOL. Required: September 1988. Qualified teachers for: 1) French and German 2) Home Economics 3) Physics with Mathematics. Write to: Mr. M. P. G. (17455) Lower 460000

KUWAIT

Kuwait school requires Primary teachers for September 1988. Write to: Mr. M. P. G. (17455) Lower 460000

EFL/ESP Instructors

Work for the United Nations - and make it work!

United Nations Volunteers is looking for qualified, experienced people to teach English to engineers and technologists who are preparing to take technical courses. Classroom instruction as well as language laboratory work will be involved. A technical background, as well as good experience and a qualification in EFL, would be useful.

Other UNV posts involve in-service teacher training. Candidates must also be prepared to learn on literature and British culture. Curriculum development is an integral part of duties. All posts require 2 years post qualification experience.

UNVs are recruited in the U.K. by Voluntary Service Overseas. But UNV posts are not limited to people without dependants - married couples with up to two children may apply.

For further information please complete and return the coupon straight away.

I am interested in volunteering. My qualifications/experience are:

Name: _____ Address: _____

Post to: Enquiries Unit, Voluntary Service Overseas, 9 Belgrave Square, London SW1X 8LW (C.V. SAE appreciated)

UNV It's up to you

SCOTCH COLLEGE MELBOURNE AUSTRALIA An Independent School for Boys Established 1851 Required for February, 1988

RELIGIOUS EDUCATION TEACHER (years 7 to 12)

Scotch College is connected with the Presbyterian Church of Victoria, and seeks to provide an education which is consistent with the teaching of Christianity. The current enrolment is 1780 students. The Senior School has 1340 boys, 205 of whom are boarders.

A specialist and experienced teacher of Religious Education is sought who can become involved in developing new Bible courses of relevance to today's students. An aptitude to become involved in the College's extensive sporting and co-curricular activities is highly desirable.

Enquiries or Applications, including names and addresses of three referees, to:

The Principal,
Scotch College,
491 Glenferrie Road,
Hawthorn, 3122
Victoria, Australia

KOREA

TEACHER-IN-CHARGE and ASSISTANT TEACHER

for the International School of Pusan (ISP) in South Korea for 1st September 1988. A married couple would be preferred. ISP is a primary school taking children from 5 to 11 years with an affiliated Nursery School. The school follows a British-based curriculum but has an International intake and a high number of children with English as a Second Language. There are approximately 60 pupils. Candidates must have relevant teaching qualifications, proven administrative experience and overseas experience. The salaries will be approximately £15,000 and £12,000 free of local taxes plus free accommodation. Further benefits include medical insurance and baggage allowance as well as a return fare to the UK once a year. For further details and an application form please apply to:

The Director,
World-wide Education Service,
44-50 Caneborough Street,
London NW1 3BN.
Tel: 01-367 9229.

Closing date for the applications is 21st June and interviews will be held in the week of 24th June.



THE TIMES EDUCATIONAL SUPPLEMENT 7.6.88 OVERSEAS POSTS continued

MOZAMBIQUE

MAPIUTO INTERNATIONAL SCHOOL. Postgraduate English, medium and diploma in English, and diploma in English. Applications with full C.V., passport, photo and references and phone numbers to: Headmaster, Prince Andrew School, 1985 to June 1986. Free accommodation. Write urgently with CV and SAR for details to: Mr. M. P. G. (17455) Lower 460000

NORTH ITALY

TEFL. Firstfield Services are looking for experienced TEFL teachers for posts in Central Italy from September 1988 to June 1989 with the possibility of renewal. The successful candidates will be aged between 25 and 40 have a degree and TEFL certificate (RISA or equivalent) and a CV. They will receive a salary of £12,000 per annum plus a housing allowance of £1,000 per annum. A good salary plus living allowance is offered to the right people. Please apply in your own city with full details and photo to: Mr. M. P. G. (17455) Lower 460000

Applications must be received by 18th June 1988 and only those fulfilling the above requirements will be considered. Short-listed applicants will be invited to attend for interview at our London office in mid-July.

PAKISTAN. PRINCIPAL required from 1st February 1988 for The Federal Government School, Faisalabad, a co-educational high school for the children of police and the general public. The candidate should have a degree in education and experience in managing a school. Write to: Mr. M. P. G. (17455) Lower 460000

SINGAPORE

LECTURER IN MANAGEMENT. Required to teach 'A' level Management. Must have knowledge and experience in Management consultancy on an advanced level. Salary: £17,000 p.a. commensurate with qualifications and experience. Write to: Mr. M. P. G. (17455) Lower 460000

TURKEY

Required for September 1988. Good EFL teachers for day school in Ankara, Turkey. For further details send CV to: Mr. M. P. G. (17455) Lower 460000

SAUDI ARABIA

TEACHERS - TEFL

Married couple - instructors in the English Language Department of the Al-Sudary Foundation in Al-Jouf. Duties: Teaching English, at mainly beginner level (with some intermediate and advanced students), up to 20 hours per week.

Qualifications: Candidates must be in the age range 25-40 years (no accompanying children) both should hold degree, TEFL qualification and followed by a minimum of 3 years English (TEFL) teaching experience - experience of teaching Arabic beginners advantageous.

Salaries: each SR 5,000 per month, with annual increments, local transport allowance SR 600 per month, in addition bonuses as applicable. (£1 = SR 4.5 approximately).

Benefits: Free furnished accommodation, medical insurance, leave (paid) 8 weeks per year plus tickets, local holidays and a baggage allowance of SR 2,000 on first appointment.

Contract: Initially 1 year, commencing late August 1988, thereafter renewable annually.

Closing date for applications 25 June 1988.

Please send C.V.'s to: Al-Sudary Foundation, c/o Suite 1, 4th Floor, 1 Great Cumberland Place, London W1H 7AL.

Posts Overseas

Egypt

Eight Teachers of English The British Council Teaching Centre. Duties: to teach English to adults (16+) for twenty-four contact hours per week in both standard courses and some special groups at all levels.

Qualifications: degree, RSA Prep. Cert. and at least one year's experience teaching adults. Applicants with higher qualifications will be considered. Single candidates or married teaching couples without children are eligible.

Salary: £58,237-£52,365 (£1 = £50.96). Part of this salary will be paid in sterling in Britain. Benefits: annual return airfares, £100 baggage allowance, housing allowance, 66 days' paid leave per annum.

Contract: contract with the British Council starting 11th September 1988. Closing Date for Applications: 21st June 1988. Reference: 86 D 55-627

Egypt

Assistant Director of Studies British Council Teaching Centre, Cairo. Duties: to assist in the day to day management of the Teaching Centre English Section especially managing special contracts and consultancy work; to co-ordinate a team of materials writers; to have responsibility for development of the new teaching materials and testing procedures; and to teach six hours a week.

Qualifications: degree plus either PGCE/TEFL or RSA Dip. TEFL. An MA in Applied Linguistics would be an asset. Several years of relevant experience necessary.

According to qualifications and experience, a local allowance. Benefits: 37 working days' leave a year; club class airfares at beginning and end of contract; £200 baggage allowance at beginning and end of contract.

Contract: local contract with the British Council for two years renewable by mutual agreement. Starting date 16 December 1988. Closing Date for Applications: 28th June 1988. Reference: 86 D 547

Brazil

Two Junior School Teachers (General Subjects) for 9-11 year olds. St Paul's School, Sao Paulo - an independent co-educational day school which provides British-type education for 830 multinational pupils aged 4-17 years.

Qualifications: candidates, single or married teaching couples, aged 25-35 must be British citizens with a UK degree and a teaching qualification (or BEd) and at least three years' junior teaching experience.

Salary: in range Cruzeiros 3,864,207-Cruzeiros 4,485,470 per month (£1 = Cr6,700) according to

SPAIN

Large pre-tertiary language school in the Basque region with 100 teachers capable of giving high level English to 28 pupils. Full CV with photo to 28 Mr. M. P. G. (17455) Lower 460000

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Large pre-tertiary language school in the Basque region with 100 teachers capable of giving high level English to 28 pupils. Full CV with photo to 28 Mr. M. P. G. (17455) Lower 460000

Key English Language Teaching Scheme

The KELT Scheme is part of Britain's Aid programme to developing countries:

Syria

English Language Adviser University of Aleppo. Duties: course development ranging from a low level General English orientation to an ESP teacher training at the English Language Advisory Centre; development of a Resource Library; responsibility for all examinations, curricula and materials; some staff administration.

Qualifications: candidates, preferably aged 35-50 must be British with a UK educational background. They must have a first degree plus a at least five years' relevant overseas experience which should include university level work and Arabic and/or French would be useful. Salary: £11,563-£16,158 per annum free of UK income tax. Overseas Allowance: Nil.

superannuation scheme or an allowance of 11 per cent of salary in lieu. Contract: initially for two years with the British Council. Post tenable from September 1988. Closing Date for Applications: 21 June 1988. Reference: 86 K 67

Oman

English Language Specialist Directorate of Vocational Training Ministry of Social Affairs and Labour, Muscat. Duties: these are related to the work done by teachers of English in the nine Vocational and Training Institutes. The postholder will be responsible for syllabus design and development; materials selection; teacher training; design and development of examinations and tests.

Special Qualifications: candidates, preferably aged 30-55, must have a first degree, preferably in English or Modern Languages, a teaching qualification and a Master's TEFL/Applied Linguistics. Work experience should include a

SWITZERLAND

International School in the Lake of Geneva region with 100 teachers capable of giving high level English to 28 pupils. Full CV with photo to 28 Mr. M. P. G. (17455) Lower 460000

THE GAMBIA

MAHINA INTERNATIONAL PRIMARY SCHOOL. The Gambia is a small country with a population of 1,000,000. It is a developing country and needs teachers to help it develop. Write to: Mr. M. P. G. (17455) Lower 460000

Sudan

Consultant in English Language Training, In-Service Educational Training Institute, Ministry of Education and Guidance, Khartoum. Duties: to continue the work of the previous KELT officer in materials production for the training programme; to expand and revise existing core materials and to develop supporting self-study units in methodology and language improvement; to provide close guidance to field tutors on classroom observation and assessment; to set and mark internal ISETI examinations to set and papers; to liaise with regional field tutors and centres and Teachers' Resource Centres.

Special Qualifications: candidates, aged between 30-45, must have a degree plus a one-year postgraduate qualification in Applied Linguistics or TEFL. A minimum of seven years' teaching experience, including at least two in teacher training and three overseas. Experience in the Arab world desirable. Salary: £12,598-£17,451 per annum. Overseas Allowance: Nil.

outfit allowance; medical scheme; baggage allowance; employer's contribution to a recognised superannuation scheme or an allowance of 11 per cent of salary in lieu. Contract: initially for two years with the British Council. Post tenable from September 1988. Closing Date for Applications: 27th June 1988.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.



The Centre for British Teachers Limited

INSTRUCTORS FOR IN-COMPANY EFL/ESP IN GERMANY

The Centre is currently recruiting suitably qualified and experienced INSTRUCTORS OF EFL/ESP to work in the Language Training Department of a large engineering company based near Frankfurt. Instructors will teach on an intensive English course programme, and may be required to give individual instruction or participate in ESP materials writing of teaching. Short and long-term contracts are available, beginning in September. Applicants should hold a Degree and a qualification in TEFL. Previous in-company teaching experience is an advantage and a knowledge of German useful. Preliminary interviews will be held in London during June.

For further information please contact: The Centre for British Teachers (TG2) Quality House, Quality Court, Chancery Lane, London WC2A 1HP

(16289)

MISCELLANEOUS

SOCIAL EDUCATION

TEACHER
Required to join an established team working in a primary school. Experience of working with ethnic minority groups essential.
Salary: £8004 p.a.
Further details and application forms: B.V.V. Social Education Project, 12 Edmund St., Birmingham B2 5EN. Tel: 051-533-8373.
Closing date: 19th June 1985.
B.V.V. welcomes all suitable applicants irrespective of sex, ethnic origin or disability. Part-time and job-share will be considered. (17472) 660000

TEACHERS IN THE EBBW AREA
Are you interested in joining a multi-ethnic primary school? Salary: £7298.11 to £8000.00. (17472) 660000

Peripatetic Posts

SOUTH TYNSIDE

LONDON BOROUGH OF CROYDON
EDUCATION DEPARTMENT
INSTRUMENTAL MUSIC-
BRASS INSTRUMENTS
Applications are invited from a suitable person to provide the above mentioned instrument to undertake work on a peripatetic basis in the Authority's primary and secondary schools and to assist in the LEA's Music Centre.
Professors will be given to a musician with ability to give instruction in the trumpet. The appointment is made with effect from 10th September 1985 or as soon as possible thereafter.
Application forms may be obtained by sending a stamped addressed envelope to the Director of Education, Education Department, Town Hall, 100, Town Hall, Croydon, Surrey, CR9 1AB. Tel: 01889 51111.
SLE. Completed applications should be returned not later than Friday 21st June 1985. (17655) 670000

CUMBRIA

BENEDICTINE LONCE
Old Man, Kendal, Cumbria
PERMANENT INSTRUCTOR
RECREATION
Salary: £5,500 - £6,500 p.a.
Benedictine Lonce is a small, dynamic and developing centre with residential experience and outdoor pursuits to help and encourage the disabled, handicapped and the disadvantaged.
We need a sensitive, energetic and happy, caring person to join our team. The successful candidate will have experience of working with the disabled, handicapped and the disadvantaged.
Closing date for completed applications: 8th July 1985.
Further details - write to: C.V. and/or phone: Kendal (0539) 23766. (10884) 680000

SOUTH DEVON

COURT LAUND CENTRE
Kilgobbin, Devon
School Journeys, Field course, Outdoor pursuits, etc.
Contact: The Course Manager, Tel: 0548 350227. 680000 (14870)

DORSET

COUNTY COUNCIL
YOUTH ACTIVITIES CENTRE
TEACHER OF OUTDOOR
EDUCATION SCALE 1 (JNC)
Applications are invited from a suitable person to provide the above post from 1st September, 1985, or as soon as possible thereafter.
Applicants should be able to provide instruction in a range of activities, including canoeing and sailing, and be willing to assist in the coordination of the Centre's evening and weekend programmes.
Application forms, returnable to the Centre Manager by 21st June, are available from the Education Staffing Officer, County Hall, Dorchester DT1 1JZ (12298) 680000

DURHAM

COUNTY COUNCIL
YOUTH ACTIVITIES CENTRE
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EDUCATION SCALE 1 (JNC)
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SOMERSET

RAVENHURST
Independent Residential
Special School
R.E. & Art
Required for September a suitable qualified and motivated person to offer, originate and coordinate a range of extra-curricular activities for boys and girls aged 10-17 years with specific learning difficulties. The post requires evening and weekend commitment, a clear driving licence, a clean driving record, a keen interest in the Duke of Edinburgh Award scheme and experience of outdoor pursuits.
Full details in response to: C.V. and/or phone: From Principal, Ravenhurst, Near Bath, Avon. (0875) 680000

SOUTH DEVON

COURT LAUND CENTRE
Kilgobbin, Devon
School Journeys, Field course, Outdoor pursuits, etc.
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English as a Foreign Language

Applications are invited from a suitable person to provide the above post from 1st September, 1985, or as soon as possible thereafter.
Applicants should be able to provide instruction in a range of activities, including canoeing and sailing, and be willing to assist in the coordination of the Centre's evening and weekend programmes.
Application forms, returnable to the Centre Manager by 21st June, are available from the Education Staffing Officer, County Hall, Durham DH1 1JZ (12298) 680000

LONDON W1

Private school requires EFL teacher. Write Box No. 728, 10878, Lane, EC1M 4JL. (10878) 700000

LONDON W2

TEFL-qualified and experienced teachers required for Summer School, W2 & W3. Please submit CV (with details of previous work) to: The Principal, 17372, 700000

LONDON

TEFL-qualified and experienced teachers required for Summer School, W2 & W3. Please submit CV (with details of previous work) to: The Principal, 17372, 700000

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BOURNEMOUTH

MANAGEMENT INTERNATIONAL
RSA COURSES
AT ITTC
Learn to teach English as a second language at the International Teacher Training Centre. Courses available for 10-17 years with specific learning difficulties. The post requires evening and weekend commitment, a clear driving licence, a clean driving record, a keen interest in the Duke of Edinburgh Award scheme and experience of outdoor pursuits.
Full details in response to: C.V. and/or phone: From Principal, Ravenhurst, Near Bath, Avon. (0875) 680000

BOURNEMOUTH

KING'S SCHOOL, OF Bournemouth
Require qualified/experienced Teachers of English as a Foreign Language for adult Summer Courses.
Please apply in writing to the Director of Studies, 58 Blandford Road, Bournemouth BH2 6LJ. (10249) 700000

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OXFORD

EFL TUTORS IN OXFORD
Required for September and June to teach English as a second language to adults. Experience and enthusiasm essential.
Please indicate availability and send CV immediately to: 58 Blandford Road, Bournemouth BH2 6LJ. (10249) 700000

PARIS

DIRECTOR OF STUDIES
FOR
INTERNATIONAL HOUSE
SCHOOL
Paris
We require a qualified and experienced person to provide instruction in a range of activities, including canoeing and sailing, and be willing to assist in the coordination of the Centre's evening and weekend programmes.
Application forms, returnable to the Centre Manager by 21st June, are available from the Education Staffing Officer, County Hall, Durham DH1 1JZ (12298) 680000

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